DOCUMENT RESUME

ED 270 680 CG 019 134

AUTHOR Magyar, Linda F.
TITLE The Effect of Intervention Programs on the Drop-out Rate of Students at Lincoln High School in Stockton, California.
PUB DATE 5 May 86
NOTE 82p.; Requirements for Bachelor of Science degree, University of San Francisco.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Dropout Prevention; *Dropout Programs; Dropout Research; High Schools; *High School Students; Intervention; *Job Training; *Program Effectiveness
IDENTIFIERS *Job Trainng Partnership Act 1982

ABSTRACT

This document presents a study of the effectiveness of the Job Training Partnership Act program Project STAY, designed to impact the dropout problem in Stockton, California area high schools. A literature review discusses dropout characteristics, schools that dropouts leave, employment opportunities for the general population and for dropouts, personal consequences of dropping out, economic risk to California from dropouts, the cost of illiteracy, and the Job Training Partnership Act. The methodology of the study is explained. Results are discussed in terms of demographics, grade point average and attendance correlation, overage correlation, competencies mastery, age/career maturity correlation, job placement percentage, academic credit demographics, and a 1984-85 follow-up study. It is concluded that the program failed to effect long-term dropout prevention but was successful in teaching job readiness skills. The appendices include students' training tests, statistical results of the study, and program descriptions. (ABL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED270680

The Effect of Intervention Programs on the Drop-out Rate of Students at Lincoln High School in Stockton, California

A Senior Project Submitted

by

Linda F. Magyar

In Partial Fulfillment of the Requirements

For the Degree of

Bachelor of Science

Organizational Behavior

The University of San Francisco

May 5, 1986

CG 019134

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda F. Magyar

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Evaluation of Research
by USF Faculty

Student Name: Linda F. Magyar

Group: H6585

Proposal Title: The Effect of Intervention Programs on the Drop-out Rate of Students at Lincoln High School in Stockton, California.

Instructor's Comments:

Research Proposal Evaluation

Outstanding _____

Good _____

Satisfactory _____

Meets minimum Standards _____

Unsatisfactory _____

_____ _____
Date USF Faculty

TABLE OF CONTENTS

Chapters		Page
LIST OF TABLES AND CHARTS		iii
ABSTRACT		iv
CHAPTER 1	INTRODUCTION	1
	Background of the Problem	
	Statement of the Problem	
	Definition of Terms	
	Hypothesis	
	Limitations of the Study	
	Significance of the Study	
CHAPTER 2	REVIEW OF RELATED LITERATURE	7
CHAPTER 3	METHODOLOGY	27
	Subjects	
	Research Design	
	Instrumentation and Procedure	
CHAPTER 4	RESULTS	30
	Demographics of Subjects	
	GPA and Attendance Correlation: Pearson' r	
	Overage Correlation	
	Competencies Mastery: t test	
	Age/Career Maturity Correlation: t test	
	Job Placement Percentage	
	Academic Credit Demographics	
	1984-85 Follow-up Study	
CHAPTER 5	DISCUSSION	43
BIBLIOGRAPHY		50
APPENDICES		53

A. Data Master Sheet
B. Pre/Post Competencies Mastery Test
C. GPA/Attendance Correlational Study
D. JTPA Competencies Chart
E. Job Placement Chart
F. Credit/Completion Comparison Graph
G. Project STAY Goal Statement
H. Self-analysis exercises
I. Career Education Worksheets

LIST OF TABLES AND CHARTS

Tables		Page
TABLE 1	SUBJECT DISTRIBUTION	30
	Male/Female Ratios Enrolled, dropped and moved.	
TABLE 2	LINCOLN HIGH SCHOOL SUMMER SCHOOL	31
	Courses Offered Students Benefited	
TABLE 3	GPA/ATTENDANCE COMPARISON	33
TABLE 4	OVERAGE/GPA COMPARISON	36
TABLE 5	JOB PLACEMENT PERCENTAGE	41
TABLE 6	1984-85 FOLLOW-UP STUDY	42
	Subject Activity: In school, moved, dropped, graduated.	

Chart		Page
CHART A	AGE/GRADE DISTRIBUTION	35
CHART B	PRE/POST TEST CORRELATION: T TEST	38
CHART C	AGE/CAREER MATURITY CORRELATION: T TEST	39

ABSTRACT
The Escalating Problem of the High School Dropout

THE PROBLEM

Twenty-five percent of the students entering public and private school in this nation will not graduate. This statistic means that 850,000 students annually drop out of school. The problems of functional illiteracy and unemployment plague our society with an annual cost of six billion dollars.

The California dropout rate, which has doubled since 1970, has risen in ten years to 25% above the national average by 1983. Closer to home, some schools in Stockton Unified School District acknowledge a "forty-five to fifty percent" loss of students. The attrition rate for San Joaquin County in 1983 was 38%.

HYPOTHESIS

Career education/job placement programs, begun in the traditional educational setting do have a positive effect on the dropout rate of high school students and can demonstrate through improved academic performance a positive effect on the functional illiteracy of our nation's youth.

REVIEW OF RELATED LITERATURE

A review of related literature revealed that the at-risk student is usually one who has difficulty with several factors relating to academic performance, attendance, after-school employment, family economic status, age versus grade attained and transiency.

The dropout leaves for several reason. Of the 100,000 students who left the California class of 1983:

40,600 failed proficiency tests or graduation requirements.
19,000 left from continuation high schools with insufficient credits.
20,000 were pregnant females.

The reason most often given by a male student is the need to go to work. The most common reason given by the female student is for marriage or childbirth.

Students who drop out of high school will be twice as likely to be unemployed or underemployed and will earn in their life-times only 71% of the income earned by high school graduates. As well, unemployment will make it more likely that the student will commit a crime and go to prison.

For the state of California, the "age/race" gap that will begin to peak by the year 2035, will mean a severe economic struggle as more residents than ever before will retire and fewer, lesser educated workers will remain to take their place.

METHODOLOGY

The escalating high school student drop out problem was researched for Stockton, California and the nation. The Job Training Partnership Act program Project STAY which is designed to impact the drop out problem, is functioning in all Stockton area high schools. A specific site, Lincoln High School, was chosen and the Spring and Fall of 1985 classes were analyzed for effectiveness. Statistical information was gathered on the Fall of 1985 class to test for significant changes in grade-point averages, attendance, job readiness skills, and drop out rate. Interval data was analyzed by Pearson's Product Moment r and the T-Test for matched groups. Allowing for occasional missing data, a saturation sample included all participants in the program.

Interviews were held with the school administrative personnel at both district and school site level to determine their perceived effectiveness of the program and any administrative problems with its implementation. Indepth interviews were held with the contracting personnel who directly administer the program to determine any barriers encountered and the overall effectiveness of the program.

RESULTS

Results of statistical analysis show that the program was successful in teaching job readiness skills and met the objectives of the Job Training Partnership Act. The program did not have significant impact on either attendance or academic performance, nor was the program statistically significant in the prevention of high school students' attrition.

LIMITATIONS OF THE STUDY

This study was severely limited by the same factors which have limited a comprehensive analysis of the effectiveness of the existing educational structures. The pertinent data to determine a true dropout rate as opposed to the attrition rate is simply not available. There are no systematic collection procedures in place to accurately determine whether students drop out completely, or move and re-enter another school district.

The second limitation is the ethnic distribution of the sample population. The ethnic distribution of Lincoln High School and the JTPA Service Area is as follows:

	Lincoln	JTPA/Service Area
White	68.3%	47%
Black	3.1%	12%
Hispanic	7.1%	33%
American Indian	.1%	1%
Asian/Pacific Islander	24.5%	7%

The ethnic distribution of Lincoln's Project STAY population does not align with either group. It is estimated that at least 71% of

the subject are Asian/Pacific Islanders. This means that the sample is skewed from the norm of either the school site or the Service area. This limits the validity of the study to the project population only.

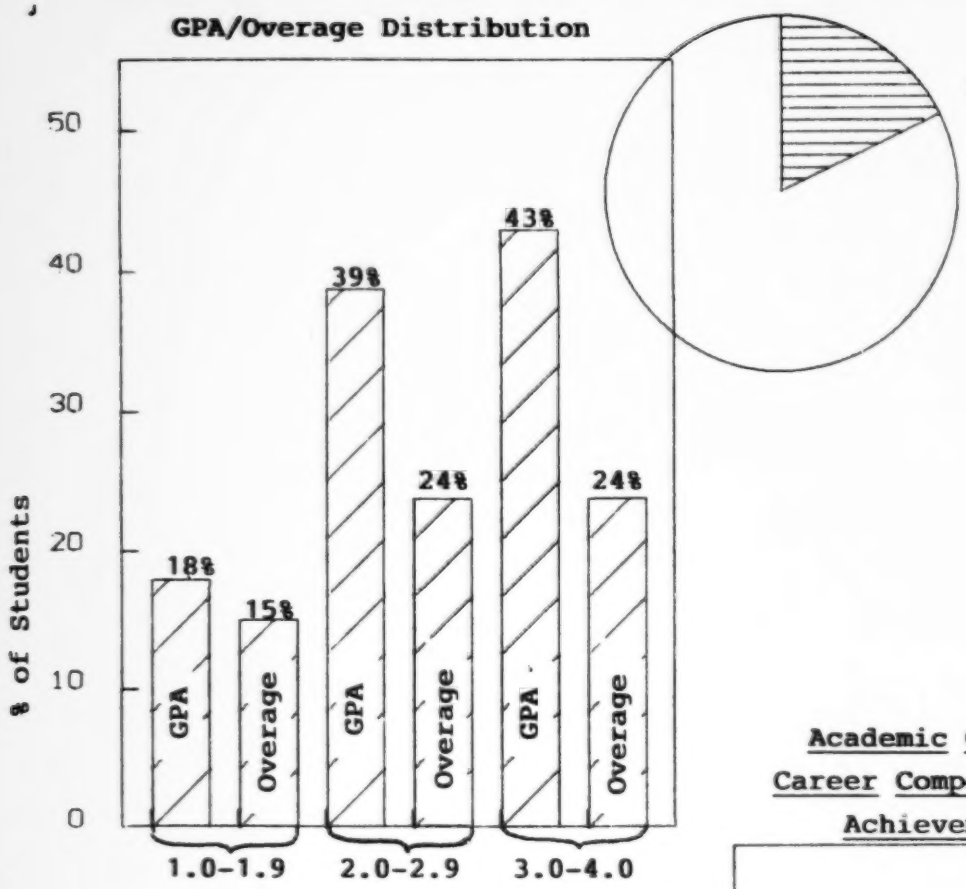
SIGNIFICANCE OF STUDY

The attainment of job readiness skills and competencies can be a very significant factor in the maturity of our youth. This study shows that merging the private business sector with the traditional educational environment can be very productive in imparting these skills and experiences to students. However, as a prevention of dropout there is no significance to indicate this program's effectiveness for the population studied. The academic deficiencies of the sample population were shown to be too great for the program alone to overcome. The problem of overage students proves to be a major factor when students leave the traditional educational setting.

The unique demographics of the sample indicate that the findings could render significant direction for future studies in the area of socialization of newly immigrated youth. Their success in learning career competencies coupled with their positive work experiences give valuable information for infusing career education into the curriculum of the English as a Second Language Program.

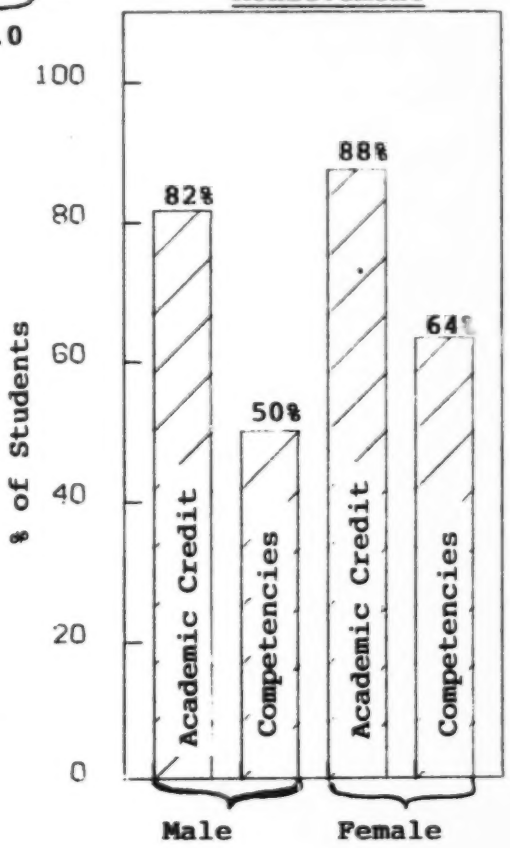
Linda F. Magyar
H6585
April 28, 1985

GPA/Overage Distribution

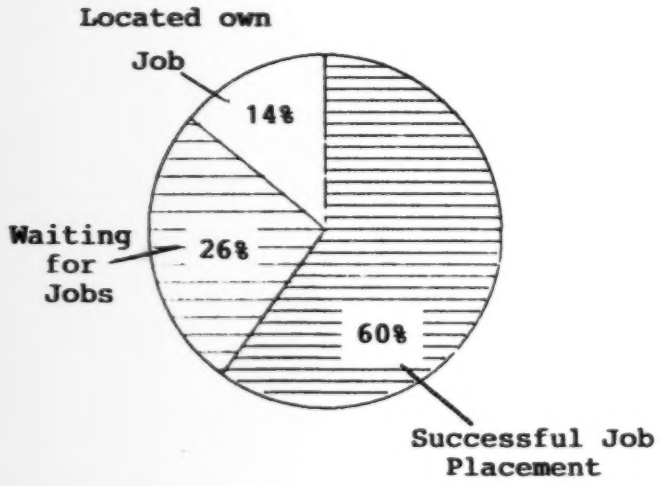


18% of the students have GPA's less than 2.0.

Academic Credit Career Competencies Achievement



Job Placement Effectiveness



Eligible Students

CHAPTER 1

Twenty-five percent of the students entering public and private school in this nation will not graduate. This statistic means that 850,000 students annually drop out of school. The problems of functional illiteracy and unemployment plague our society with an annual cost of six billion dollars (Martin, 1984).

A study prepared by the Assembly Office of Research cites that the California dropout rate, which has doubled since 1970, has risen in ten years to 25% above the national average by 1983 (AOR, 1985). Closer to home, the Stockton Record (Hedgecock,1985) reports that some schools in Stockton Unified School District acknowledge a "forty-five to fifty percent" loss of students according to Gerald Hunter, assistant superintendent for educational administration in Stockton Unified School District. The attrition rate for San Joaquin County in 1983 was 38%.

The six billion dollar figure cited in the first paragraph is only a representation of the financial cost to our society in terms of government expenditures. The cost to private industry due to lack of productivity is difficult at best to measure. To determine what could have been is impossible, but to focus more closely on the obvious costs to society will give important insight to the problem of high school dropouts and the resulting illiteracy.

Illiteracy means-

Poverty: Forty percent of adults with annual incomes under $5,000 are functionally illiterate.

Crime: Sixty percent of the prison population is functionally illiterate.
Eighty-five percent of juvenile offenders are functionally illiterate (Martin, 1984).

Forty-one percent of California's teenagers leave school due to failing grades (Keen, 1985). It is ironic that as our nation moves into an information society as described by Naisbitt (1984), more and more of our workers cannot read.

As evidenced by the Assembly report, our governing bodies have begun to acknowledge these grim statistics. Government-funded programs aimed at curbing the dropout problem are beginning to appear on annual budgets both in Sacramento and on Capitol Hill. The seeds of these programs began in 1962 with the Manpower Development Training Act which provided funds for retraining displaced workers as technology began its rapid change of the workplace. The Comprehensive Employment Training Act of 1973 (CETA) was enacted to fund various job training programs across the nation in an effort to decentralize governmental involvement (Shapiro, 1983). The Job Training Partnership Act of 1982 (JTPA), the subsequent revamping of CETA, took aim at one of CETA'S most serious flaws, the lack of coordination between the private business sector and the training programs. The CETA trained employees entered the job market only to find a lack of jobs available to them for which they were trained (Hemmings, 1984). JTPA's emphasis on the private sector spawned an interest in affecting the dropout rate in our nation's high schools. In San Joaquin County the JTPA program is implemented through the Private Industry Council.

In 1984 the Private Industry Council began the Dropout Retention Intervention Program. This year the program is called Student Training for Alternative Youth, Project STAY. Project STAY's goal is to impact the functional illiteracy of the youth by initially keeping the students in school and emphasizing basic

academic areas of math and reading. The program approaches the students through a strong career education curriculum teaching pre-employment skills and paying students to work at jobs while remaining in school.

STATEMENT OF THE PROBLEM

The focus of this study is to determine the effectiveness of Project STAY, a dropout intervention program at Lincoln High School in Stockton, California. 1) Does this program reduce the dropout rate of Lincoln High School students? 2) Does this program positively effect the prominent indicators of at-risk students including poor academic performance, attendance, and economic stresses which are likely to cause a student to drop out? 3) Does this program improve the student's job readiness skills and career compentencies?

DEFINITION OF TERMS

Operationally defined terms used in this study:

Dropout: A student who leaves high school prior to graduation without attaining a high school diploma or General Education Degree (GED) and does not re-enter any educational institution.

Attrition: The number of students who leave school prior to graduation in a single age cohort or class, usually measured in the 9th grade and then four years later. This measurement includes students who move or transfer to private institutions.

Functional Illiteracy: Being unable to perform necessary daily tasks because of the inability to read and write. These daily tasks include reading a menu or bus schedule, balancing a checkbook or filling out a job application, reading labels on products or following instructions on food packages.

At-risk student: Youth who are at risk of becoming dropouts as indicated by any one or combination of the following:

- Have an extremely irregular rate of school attendance.

- Are considered habitual truants.
- Are no longer subject to compulsory education and are not high school graduates.
- Because of their "differentness" have withdrawn from the mainstream of education.
- Have not experienced success in the regular school program and may need an alternative in order to succeed in school and/or employment.
- Are below grade level and are at risk of dropping out of school.

Eligible student: An at-risk student who is a sophomore, junior or senior, experiencing academic difficulty, financial problems, or school adjustment problems.

HYPOTHESIS

It was the hope of this researcher to support the hypothesis that alternative programs, begun in the traditional educational setting do have a positive effect on the dropout rate of high school students and can demonstrate through improved academic performance an impact on the functional illiteracy of our nation's youth.

LIMITATIONS OF THE STUDY

This study was severely limited by the same factors which have limited a comprehensive analysis of the effectiveness of the existing educational structures. The pertinent data to determine a true dropout rate as opposed to the attrition rate is simply not available. There are no systematic collection procedures in place to accurately determine whether students drop out completely, or move and re-enter another school district. This researcher did find that the student records within the project STAY program did record with greater frequency the reason for attrition. This was probably due to the smaller, more personal environment offered in the program and a reflection of the interest in the student by the contracting personnel. However, the lack of time and the decentralization of information

prevented a further study of the attrition rate of non-project students to determine an accurate dropout level. Lincoln Unified School District does not have a student attendance review board or a full-time truancy officer, so statistics are not kept to determine trends. Most students who leave do not inform the district of their reasons.

The second limitation is the ethnic distribution of the sample population. The ethnic distribution of Lincoln High School as indicated by their application for the JTPA program is as follows:

White	68.3%
Black	3.1%
Hispanic	7.1%
American Indian	.1%
Asian/Pacific Islander	24.5%

The ethnic distribution of the service population as described by the Private Industry Council is as follows:

White	47%
Black	12%
Hispanic	33%
American Indian	1%
Asian/Pacific Islander	7%

The ethnic distribution of Lincoln's Project STAY population does not align with either group. It is estimated that at least 71% of the subjects are Asian/Pacific Islanders. This means that the sample is skewed from the norm of either the school site or the Service area. This limits the validity of the study to the project population only. There are significant findings generalizable to a similar ethnic distribution which would be valuable for future study. Because of the high concentration of Asian/Pacific Islanders who are newly immigrated to the United States, English proficiency becomes a variable which is significant and cannot be controlled for in this study. The

results of this investigation may be generalized only to students having characteristics similar to the students in the study.

SIGNIFICANCE OF STUDY

The attainment of job readiness skills and competencies can be a very significant factor in the maturity of our youth. This study shows that merging the private business sector with the traditional educational environment can be very productive in imparting these skills and experiences to students. This study may also determine if career education and dropout prevention are two compatible concepts that can be merged into one program with significant results for both. The demographics of the sample population could mean that findings are significant for the socialization of newly immigrated youth seeking employment in their new homeland.

CHAPTER 2
LITERATURE REVIEW

It is apparent that this is the year of the "dropout", for there is a wealth of information and numerous studies being released calling attention to this growing social problem which has escalated in the 1980's. It also seems apparent that this issue found new life in the school reform movement of the early 80's which brought us reports such as A Nation At Risk and political reforms such as those contained in Senate Bill 813 of the California legislature.

Who is the Dropout?

In predicting who the dropout student will be, Tiedeman (1975) synthesized numerous studies on the characteristics of at-risk students and identified certain factors. Students who have difficulty with the following factors are at-risk for leaving school early:

1. School attendance -absence greater that 10%.
2. After school work hours- those who do not work.
3. The number of siblings at home- family size.
4. Sociological background- ethnic/economic factors.
5. Reading achievement level.
6. Grade Point Average.
7. Citizenship- difficulty with authority.
8. Overage for grade level.
9. The number of school systems attended-transiency.

In a national in-depth study, "High School and Beyond," which surveyed 1980 sophomores who failed to graduate in 1982, the most common reason given for leaving school was "School was not for me; I did not like school.'... Dropping out for some students appears to be a response to the same dissatisfaction with school many students feel, but which the dropouts feel more intensely... Rather than cloaking themselves in apathy and

looking to friends to make school life interesting, as many other students do, the dropouts simply leave" (Stern, 1986, p.12).

The Assembly study further identifies that more males than females leave school: Below is an attrition rate table according to ethnicity (AOR, 1985, p.16):

Attrition Rates by Ethnicity
for the Class of 1983

Ethnicity	9th Grade Enrollment	# of Grads.	Difference	% +/-
Am. Indian	3,232	1,658	-1,574	-49.0%
Asian*	13,067	14,688	+1,621	+12.0%
Black	34,936	21,084	-13,852	-40.0%
Filipino	4,335	3,790	-545	-13.0%
Hispanic	69,748	42,404	-27,344	-39.0%
White	209,291	153,272	-56,019	-27.0%
Total	335,209	236,897	-98,312	-29.4%

*Note: It is this researcher's opinion that the statistic for the Asian population cannot possibly be an accurate reflection due to the increased immigration to the United States of Pacific Islanders who are included in this group. The attrition rate must be controlled for this variable if it is to be considered a true reflection of attrition. Thus the overall percentage of attrition is effected by this variable.

The second most common reason given for leaving school by males was leaving to work and the most common reason given by females was pregnancy. "Four out of five girls who become pregnant in high school will drop out." (AOR,1985 p. 42). Of the 31,106 teens who were eligible for pregnant minors assistance programs only 10% are estimated to have received benefits. "Existing programs fall far short of the need"(p. 46).

The Assembly study statistics point to the heart of the issue: While dislike of school may be the reason for academic failure, the statistics show that of the 100,000 students who

left school in the class of 1983:

40,600 failed proficiency tests or classes needed for graduation.
19,000 left from continuation high schools.*

20,000 females left due to pregnancy.

This does not leave much room for the students who voluntarily leave school solely because they do not like it.

* (43% of students entering continuation schools have 50 or fewer high school credits and are too far behind to successfully complete high school) (AOR, 1985 p. 80).

The Schools From Which They Leave

It is interesting to note that while many studies have been done cataloging the characteristics of the dropout student, very little attention has been given evaluating the institutions which these students leave with the specific goal of determining what part if any is played by our schools in the dropout rate. The Regents of the University of California assessed such a need and recently published a far reaching policy report which concentrates specifically on this issue. Tracing a history of California public education, the report informs the reader on the patchwork of public policy which has guided our educational institutions from the beginning years of compulsory education, through the years of alternating emphasis between academic excellence and educational relevance. As the pendulum swings so do the policies directing our high schools. During the "Sputnik" years, math and science and the college-bound program occupied our energies. The rebellious youth of the 1960's brought a swing back to relevance and "alternative schools" became prevelent. In 1969, California eliminated statewide course requirements for

graduation and the 70's followed with further loosening of the traditional academic standards of the past(Stern, 1986).

Why should schools be concerned with the high school student who has chosen to leave? For Stockton Unified schools, a high dropout rate is one of several factors which makes it difficult to attract and keep outstanding teachers and managers. The poor district image is enhanced by those parents who can afford to move their students to private schools or neighboring districts that possess a better image. The high drop out rate affects students as well as teachers in lowering morale. California schools are paid on the basis of attendance. A high dropout rate means lower ADA, or average daily attendance, which calculates into fewer dollars for the district (Keen, 1986).

Are the Schools themselves a factor?

O'Toole (1977) explores the relationship between employment and other aspects of human life such as family life and health. He questions why education is not generally included among the factors which most affect our life's work: "We tend to measure almost everything else, at least in part, by its effect on work, so why should we not do the same with education?" (p. 32). The Assembly report cites school factors which have contributed to the academic failure of dropout youth. These factors include inadequate counseling: for grades K-8 counseling is almost non-existent and for the grades 9-12 ratios are one counselor to every 356 students. This represents a 20% decline in counseling services over the last five years. The tracking practices of California schools are also contributory to the problem.

California places more students (45%) in the general track than the national average (36%). The definition of curriculum and sequence of study in the general track is found to be the weakest of all tracking categories (AOR, 1985). According to the National Commission on Excellence in Education (1983, pp.18-19):

" Secondary school curricula have been homogenized, diluted and diffused to the point that they no longer have a central purpose... Twenty five percent of the credits earned by general track high school students are in physical and health education, work experience outside the school, remedial English and mathematics and personal service and development courses such as training for adulthood and marriage".

By 1983, one third of the high schools in California offered only a five period day. Fewer periods of instruction lowers the opportunities for success by reducing the variety of courses taken. The greatest reductions have been in the fine and performing arts and vocational courses. This narrowing of curriculum must be considered a major contributing factor along with the other effects of political reform. Proposition 13 increased financial pressure on California schools, thus eliminating summer school for general track students which reduced the opportunities students had to catch up academic deficiencies (AOR, 1985).

Some alternative forms of education that already exist in California schools. However, none of them clearly indicate that their sole purpose is to help either potential or actual dropouts. Accurate analysis of these alternatives is greatly hampered by crucial information gaps. It is not known in which if any programs the dropouts have participated. Many of the programs have been extended to serve a broad spectrum of students thus diluting their effectiveness for a single group. For example the

Continuation High School- a program established in 1919 to enable employed youth to maintain needed jobs and still comply with the new compulsory education law- has been extended to include youth with problems of health or disability, teen-aged parents, juveniles engaged in court proceedings and disciplinary problem youth (AOR, 1985). That is a tall order for a single institutional setting. Vocational educational programs, those designed to build specific job skills, have also come under fire. "Business executives criticize such classes, saying they fail to stress reading, writing and computing" (Solarzano, 1985, p.47).

There is no doubt that traditional education is taking the brunt of the blame for the high school drop out problem. California State Schools' Superintendent Bill Honig stated in 1982 that "for the last decade we've run the schools for the dropouts. We lowered expectation levels in an attempt to keep them in school. Not only has that approach failed to do that, it's totally devalued education to the point where kids think it's a joke" (Stern, 1986 p. 4). While Honig felt that these accommodations failed, there is evidence that they were in part successful as the drop out rate in certain groups showed improvement. For example the dropout rate for black students fell from 24.1% to 19.3% from 1971 to 1981. There has been an increase in the dropout rate for white students. The California Policy Seminar speculates that reasons for this include the white flight from school, rising unemployment and the realization that graduation from high school no longer guarantees a job (Stern, 1986). In Stockton, the City Planning Department Survey of 1974 expressed concurrence with this last statement."Youth from

neighborhoods with large numbers of graduates who are jobless and have no college ambition place little value on a high school diploma (Keen, 1986).

Schools, having to choose an either/ or curriculum approach have missed the mark on both points- a problem shared with other industrial societies according to a report for the O.E.C.D."

> "The dilemma of the curriculum for many young people can be simply put: schools are supposed to help prepare for one's future occupational role, but they operate in isolation from the actual world of work."(Stern, 1986, p. 7).

Jobs- Now and Future

1980 has brought renewed attention to the effectiveness of our schools as academic preparatory environments of the new "information society" (Naisbitt, 1984). Academic excellence is one thing, but why a new interest in the dropout? These youth who for generations, once deciding that formal education was not their goal, left school for jobs on the farms and in the factories. The working world of the 1980's contains fewer and fewer farms and factories for these youth. The jobs they seek are no longer there. The Bureau of Labor Statistics reports that 90% of the new jobs will be in services rather than manufacturing. By 1995, women will make up one half of the workforce. This workforce will find increases from 16 to 29% for jobs in retailing, healthcare, banking and publishing. At the same time there will be decreases of 4-18% in auto and textile manufacturing. "Low skill repetitive jobs are being replaced by robots and flexible machine systems in the U.S. and by cheap labor abroad" (Karmin, 1985). The Stockton record reports that along the 2,000 mile border with Mexico there are more than 700 factories employing more than one quarter of a

million workers- many of these jobs were once in America. The wages, among the lowest in the world ($4-$7 per day), often mean the difference between corporate survival and failure. "If we were not in Mexico, there would not be a Zenith" states Vince Kamler, Mexico operations manager for Zenith Electronics Corp.(Erb, 1986). It is plausible that as O'Toole (1977) stated, the American people are unemployed because of a shortage of jobs- not because of a lack of skills. He cautioned that extensive skill training efforts distract national attention from the necessary job creation efforts needed for American economic survival. A look at the types of jobs generating the Gross National Product clearly indicates that the information society exists today. Jobs located in the information sector, those requiring reading, writing and computation skills, contribute almost one half (46%) of the GNP (Naisbitt, 1984).

The Dropouts and Unemployment

What does it mean to todays' youth to enter the labor market without a high school diploma? A March 1982 labor statistic states that unemployment for the civilian workforce aged 16 and over was 9.7%. That same statistic becomes 18.1% (almost double) for the youth with 1-3 years of education. (Statistical Abstract of the U.S., 1984, Table 680). A similar comparison of annual earnings of men age 25 and over with 1-3 years of high school reveals that in 1959 these men earned 99% of the average earnings for all men that age, in 1971 their earnings dropped to 86% and in 1981 they earned only 71% of the average earnings (Stern,1986).

The type of work available for the high school dropout,

according to the California Policy Report is far less likely to be office or clerical jobs or employment in skilled trades (Stern, 1986). The cause of this shift is the underutilization of education, training and skills which has caused job displacement. The full force of this displacement is seen at the bottom of the ladder where poorly educated workers are knocked off and the dropout is told that a high school diploma is needed to box groceries. Eighty percent of American college graduates fill jobs previously held by workers with lower education (O'Toole, 1977).

Andrew Sum has established the relationship between dropping out and chronically high unemployment in a two decade study done for Northwestern University. The difference in unemployment of high school graduates versus dropouts was 23% in 1965-69 and has grown to 38% in 1980. The level of employment for non-graduates dropped from 52.5% to 40.3%. On an individual level, unemployment can have devastating effects on the quality of life of our youth. Dropping out of school begins a pattern of joblessness and lower earnings that persists and is accentuated throughout a person's life. "Young people with serious labor market difficulties do not "age out" of their problems" (Jobwatch, 1984, p.2).

Our society today has in place for many citizens and residents a safety net of social programs that attempts to supply the basic needs of subsistence. This report will not reflect on the effectiveness of these programs except for their impact on the labor market statistics. A divergent view of the impact of joblessness is stated by Segalman et al (1981). At least half of all unemployment that occurs among the young, and among women involves those looking for first jobs, reentries, and the

'voluntary' jobless. Unemployment compensation may be boosting total joblessness by as much as 1%, while people are awaiting the "right job" (p. 332). This activity improves the match between workers and jobs and raises overall national productivity (Segalman, 1981).

O'Toole (1977) cites four major demographic shifts which affect the labor market: 1) The economy's ability to create enough jobs for the "Baby Boomers" , those postwar babies who have come of age, and youth as well. 2) The millions of middle-aged women who have entered the workforce. 3) The unions and minimum wage laws, as well as the attitude of employers toward youth employees, which have reduced youth employment prospects. 4) And finally, again, the new options that youth have. The availability of welfare and unemployment insurance, or higher income of parents make it easier for youth to refuse jobs (1977). This last option certainly stands challenged by the inability of young ablebodied men to obtain welfare and the high juvenile crime rate. In hearings before the House of Representatives, Lester Thurow (1983) stated that of the twelve million unemployed workers only four million are receiving benefits. Economist Viscusi(1983) of Duke University, describes the linkage between crime and unemployment "many youths saw crime as 'just another job'"(p.8). One third of ghetto crime arises from the opportunity to make better or easier money than legitimate employment. One third is caused by idle teens and one third from drugs and other factors.

The Personal Consequences

The impact of chronic unemployment which is linked to the high school graduate reaches further than the youth looking for the first-time job. The necessity of work for human well-being goes beyond economic factors. Work contributes to self-esteem. The job tells the worker that they have something of value to contribute to society. It is also the most significant source of personal identity (O'Toole, 1977). "No man can live with the terrible knowledge that he is not needed, even though he may be otherwise well provided for. Work is so closely tied in with the social and psychological development of man that is is almost impossible to think of what it means to be human without thinking of work" (Segalman, 1981, p.310). "It provides not simply a livelihood, but an essential passage into the human community" (Tabor, 1982 p.26).

For Stockton youth and the community which supports them, dropping out of school means increased crime rates and high unemployment. Eight out of ten daytime burglaries are committed by youth who should be in school and two out of three never find fulltime work. For our nation, $3 billion is spent annually on dropout crime and an additional $3 billion on dropout welfare (Keen, 1986). Of all the factors studied to predict the crime rate, unemployment is the one to show a strong positive correlation. The higher the unemployment rate, the higher the rate of commitments to prison (Ginsberg, 1983). Again, given the well established link between dropping out and unemployment, the cost of escalating school dropout rates to society is significant.

The Risk for California

At risk for all California residents is the economic stability in the year 2,000. The "age/race" gap as described in the Assembly reports means that the average age of California will increase from 31 years in 1985 to 36 by the year 2,000. As well, at that time it is predicted that one half of the population will be Asian, Black and Hispanic. This minority population will be the younger working age and the elderly non-working population will be white. As elderly whites move off of the labor market and into government subsidized programs such as health care, housing and social services, the younger minority population with the higher drop out rate, higher unemployment, and lower income levels will move into the responsibility of maintaining these social services (Stern, 1986).

There are other less measurable costs to society in the form of opportunities lost. Donald Frey (1983), CEO of Bell and Howell points out that "to a degree unprecedented in history, our economic growth will be determined by the strength of our educational system. Knowledge will be our most precious resource, and a better educated workforce- at every level of the productive process- will be the prerequisite for future economic vitality." Naisbitt (1984) states that we are graduating more students than ever before from college (20%) and high school (75%). But is this percentage high enough when compared on Naisbitt's own global economy scale with cultures such as the Japan which is graduating 95% of all high school students? The Japanese are training for the future (Frey, 1983). That is a future in which technology will help us manage the information society only to the extent

that its members are skilled in utilizing it (Naisbitt, 1984).

The Cost of Illiteracy

Martin (1984) in his resource publication for the Business-/Chamber of Commerce graphically demonstrated the impact and cost of functional illiteracy in the United States. His statistics which are cited in Chapter One of this proposal were summarized from the "National Adult Literacy Project" at the United States Department of Education. This national trend of growing illiteracy correlates with the results of a California Assembly study which estimated that 30% of the American population is functionally illiterate. "...of the 2.3 million people who join the pool of functional illiterates annually, one million are high school dropouts" (p. 32). The Carnegie Council of Policy Studies in Higher Education estimates that the number of functionally illiterates in the United States range from 18 to 64 million. (Naisbitt, 1984 p. 25).

The Job Training Partnership Act

The tragedy of high dropout rates and the resultant illiteracy among our youth is the specific target of the government-funded programs of the Job Training Partnership Act of 1982. The history of JTPA and its predecessor CETA, the Comprehensive Employment Training Act of 1973 are well defined by Hemmings (1984). The Private Industry Council's nation-wide role in implementing the JTPA programs authorized by Congress in 1982 is analyzed in this informative paper. The problems of a partner-ship between the two very different sectors, institutionalized education and the free enterprise environment of business, are described as challenging and vital for the survival of both

sectors. As Hemming states: "Business has a survival-level stake in appropriate quality education"(p.26). As well, the importance of business's involvement and support of education is highlighted when business is described as the "powerful ally with local political leaders and in the state capitols where funding decisions are made" (p.27).

The lessons learned from CETA are not forgotten in the JTPA structure. Seventy percent of all funds go to actual training efforts- a major shift from CETA where only 18% of funds was estimated to have been spent on direct training (Shapiro, 1983). Administration and social services are limited to 15% and 15% respectively (Certon, 1983). JTPA statues also mandate that at least 40% of training funds be spent on youth age 16-21. This objective has yet to be meant as extensive analysis reveals that only an average of 26% of funds per Service Delivery Area is allocated to youth. This count allows the number of youth participating in adult programs to be credited to the targeted goal. The actual funds allocated to youth programs only is considerably lower (Job Watch, 1984).

However, JTPA is not without its detractors. Robert Taggart, Labor Department official of the Carter Administration criticizes that JTPA is enlisting only those best prospects who on their own could get a job- leaving the worst cases on the street. (US news, 1983). Many of the successful pockets of youth training programs that grew under the CETA program have not found sympathetic acceptance into the JTPA network. Their administrators claim that youth unemployment problems are usually more complicated than adult and the need for social services such as counseling and

child care is greater. These services are greatly restricted under the JTPA programs resulting in lower participation of previous CETA clients (JobWatch, 1984).

Sar Levitan, Director of the Center for Social Policy Studies, George Washington University, expresses a concern about the impact of these restrictions of services to youth: "Because of high minority birthrates, minority youth will represent a third of the nation's teenagers by 1990. Yet the Administrations training efforts seem destined to ignore many of these people. We're in danger of losing a whole generation of young people who may never find their way into the job market" (Shapiro, 1983, p. 47).

Why the Career Education Approach?

The project to be examined, Project STAY, used career education curriculum to reach the targeted population. This choice of medium is supported in several articles on the value and effectiveness of career education. In an article by Gardner, Beatty and Bigelow published in Adolescence (1981), the unemployment rate of youth was cited as triple that of adults in the United States. This article specifically identified the problem as the "inability to accept responsibility for work and school performance" (p.557). This study also described career education as a "alterable variable in education and counseling." Through use of three instruments of measure, the Different Situation Inventory (DSI), Work Situations Inventory (WSI) and Crites Career Maturity Inventory, it was demonstrated that Locus of Control is "positively related and shares common variance with

various measures of career maturity, such as skill in choosing a job, planning ahead for career options, career choice skills etc"(p.558).

The partnership of education and the business community results in the job placement of students in Project STAY while they remain in school. These jobs are viewed as a form of field exposure or introduction to work. The significance of field exposure is examined in a study by Yongue, Todd and Burton (1981). This hands-on education was found to be more effective when compared to classroom instruction and produced significant gains in Career Maturity Inventory scores. O'Toole cites numerous studies by Erikson, Coleman, Bronfenbrenner and others which have shown that work experience between the ages of 15 and 17 is valuable in the individuals identity formation, in learning how to make decisions, and in breaking down the barriers that segregate adolescents from adults."The closer this experience is to a real-life situation, the more effective it is in bringing about a smooth transition to adulthood" (1977, p.171).

The fact that careful attention need be paid to the type of career education was demonstrated in an article in the Journal of Personality by Snyder and Skrypnek which examined self-assessment and job suitability (1981). An important human characteristic to prefer to prove one's suitedness for a job rather than one's unsuitedness is identified. This study pointed out that "what may begin as deliberate attempts to acquire knowledge about particular attributes of the self in specific domain, may end as unintended shifts in general conceptions of ones' characteristic self in rather global domains" (p.210). Viewed as a possible

back-fire of misdirected career education, poorly designed and coordinated programs could be more injurious to the student. Instead of clarifying one's self awareness and self-concepts, the individual may become confused about his or her personal strengths and weaknesses and continually choose the wrong job environment leading to an unsuccessful working career. This argument would speak in favor of the partnership of education and business. It would appear to increase the possibility of greater effectiveness of the education-sponsored job training programs.

In a study done by Dellas and Jernigan an important age factor was demonstrated. By finding that high school students appeared to be more frequently diffused about identity than college freshman, there is demonstrated a need not only to keep students in school but to administer career education programs to high school students given the number of students who do not go on to college. The authors define identity difussion as a lack of sense of self and continuity of self over time and involves the inability to make choices and stable commitments. If students continue to leave school poorly equipped to enter the work environment, lacking career maturity and academic skills, the cost to our society for welfare and unemployment programs will only increase putting in further jeopardy the delicate economic balance we as a nation now experience (1981).

Further Considerations

The literature reviewed so far has laid a strong foundation for the necessity of Project STAY and the relevance of the implementation choices made by the program designers. For this researcher, the most pertinent information came from the

conclusions drawn from the California Policy Report. To return to the original question asking why is the dropout rate is such a problem, this report draws some striking conclusions which set it apart from previous studies. Traditionally, the dropout has been considered the source of the problem. There has been little consideration given to the act of dropping out as a source. This study finds that "over and above the influence of background characteristics, lack of a high school diploma is a barrier to employment" (Stern, 1986 p. 101). Dropping out is not just a symptom of prior disadvantages, but more of a major problem in itself. Employers perceive that graduates are more likely than dropouts to posses certain desirable habits or personality traits such as: punctuality, respect for authority, tolerance for tedium, and the willingness to take new responsibilities. Whether these are learned in high school or if high schools merely screen out those students who do not have these qualities, the end result is the same. Employers are less likely to hire dropouts.

Furthermore, detailed studies indicate that while dropouts scored lower than college bound graduates on achievement tests, they scored higher than non-college bound high school graduates. Dropouts as a group are not at the very bottom of the test distribution. Attitudes and personality survey data does not support the simple view that students who drop out are generally troubled, anti-social, or sick. Apparently they have more trouble with school than with life in general (Stern, 1986).

Perhaps most important is that fact that dropping out is a problem that is still correlated with characteristics of students that they cannot control, race, ethnicity, socioeconomic back-

ground, frequency of moving from one school to another, and whether the father is present at home. "It is unfair that certain groups of students are more likely to miss the benefits of finishing high school in part for reasons beyond their individual control. Public policy for high schools must aim to achieve not only excellence and relevance but also fairness... The correlation of dropping out with characteristics that students cannot control implies that dropping out cannot be considered a free and unconstrained choice on the part of individual students" (Stern, 1986 pp.19-28). O'Toole concludes the same negative correlation between the dropout and choice. "Nothing is lost to the individual or to society if a person with an IQ of 60 drops out of school after the 10th grade and spends the rest of his life sweeping streets. But there is a terrible waste of human resource if a bright child follows the same course as the result of a lack of opportunity- opportunity denied because of race, sex, or social-class tracking. A system that discriminates on the basis of talent is fair, and all other forms of discrimination are unjust. And since we cannot identify talent accurately in youth, justice is probably best served by eliminating all tracking" (1977,p. 124).

Aside from the concern over the individual student and the specific issues of unemployment, illiteracy and economic impact, there are even further reaching issues which compels us to be concerned with the dropout. There are three main areas of resources a society possesses; land, capitol and labor. We are running out of land and the natural resources available (with the exception of the sun). Capitol, in the form of machines have

brought pollution, waste, inefficiency and unemployment. That leaves labor or our vast human resources to develop. O'Toole urges that we work- not harder but smarter, developing our immense reservoir of human intellect. The benefits of this path he feels will be great. Further substitutions of capitol for labor will likely lead to more pollution, the continued inefficient use of energy and other scarce resources, increased inflation and unemployment. On the other hand "Tapping the human resource will be the most thoroughly effective way of increasing Gross national productivity in the future, because human resources development does not entail such side effects as the waste of energy and natural resources and the creation of pollution, unemployment and low-quality goods"(1977 p.220). Developing our human resources means catching the dropouts before they slip through the cracks in the system.

CHAPTER 3

METHODOLOGY

Subjects

The subjects of this study were the 1985-86 eligible at-risk high school students participating in JTPA's Project STAY at Lincoln High School of Lincoln Unified School District, Stockton, CA. There were initially eighty-three enrollees in the Fall of 1985. Seventy-eight were deemed eligible and allowed entry into the program by the Private Industry Council. Twenty-six students participated in the sixth period class and fifty-two participated in the eighth period of the day. Students were encouraged to arrange their academic schedules to allow eighth period participation to facilitate after-school work experiences.

Research Design

A Single Group Time Series research design was implemented to study the 1985-86 students. The results were determined using a saturation sample. Demographic data from all subjects in the JTPA program was obtained from student records. As well, measurements of grade-point average, attendance, job readiness skills, and dropout rate were recorded at two timed intervals. The results were then compared in a series of correlational studies to see if there was a relationship between the different factors. The significance of interval data was determined by the use of either Pearson's Product Moment r and t-tests. The significance of the correlation was determined by calculating the confidence limits for r or relating the value of t to Tabled t values. A records review was also done on the 1984-85 students who participated in the Spring semester of 1985 to determine the

effectiveness of the program for dropout prevention in the first year by recording the subjects current activity if known.

Instrumentation and Procedure

An attempt was made to determine how much in common the subjects at Lincoln had with other at-risk students in California by a comparison of demographics and other significant data. The data was gathered either from the student work file, the teacher's master record book, or the Data Processing files located at Lincoln High School. The student work files were reviewed for proof of eligibility and acceptance into Project STAY, age, date of birth, sex, grade level, and completion of specific activities such as skill self-analysis. The master record book contained pre and post test scores and completion of course activities as well as notations made when students left the program. The Data Processing Department files contained transcripts and grade sheets with attendance information. A master data chart was constructed containing all elements of the data so that scores could be pulled for analysis (See Appendix A).

A program review revealed that a pre and post test was to be administered to the students at the beginning of the Fall semester and again after completion of fifty course hours approximately three months later (See Appendix B). The scores of this pre and post test were obtained and analyzed to determine the accomplishment of job skills readiness. The significance of these results were controlled for the variable of subjects' age.

The information on last year's JTPA Project STAY students was determined by obtaining a master list from June, 1985. The

currently enrolled student records were searched to determine how many students re-enrolled at Lincoln this academic year. The graduation records were searched to determine which students successfully completed high school. Those students who did not appear on either list had to be tracked down through attendance lists of Sture Larson Continuation High School and the Independent Learning Center, the affiliated alternative high school programs.

Interviews with the administrative personnel and academic instruction personnel affiliated with the Project STAY were conducted. A formal questionnaire was not used due to the individuality of each respondent pertaining to their experience and area of responsibility. A future study using a formalized questionnaire to determine methods in use and training-experience levels of instructors would be useful to determine the variety and effectiveness of methods.

CHAPTER 4

RESULTS

Of the eighty-three originally enrolled students in Lincoln High School's Project STAY, seventy-eight were determined eligible by the JTPA standards and allowed entrance into the program. From those students an additional six dropped the course before earning any credit and three moved from the district. This left a base of sixty-nine students from which to obtain data. The distribution of students is shown in Table 1.

TABLE 1
Male/Female

% of students participating in Project STAY

	Enrolled		Dropped		Moved	
	Number	%	Number	%	Number	%
Male	50	64%	3	4%	3	4%
Female	28	36%	3	4%	0	0%
Total	78	100%	6	8%	3	4%

More males drop out of high school than females (AOR, 1985). This trend would tend to be demonstrated by the higher percentage of male students participating in Project STAY. As well, dropping out to go to work is a major reason for males to leave school. Again this would tend to be demonstrated by the higher percentage of males interested in this program which promises job experience and placement.

Proposition 13 had tremendous impact on the educational system in California. The summer school program is one of the most visibly effected. Attendance for summerschool in 1978 was

79,832 students in California. The following year, post Prop. 13, the attendance dropped to 4,554. Most pockets of funding were completely depleted and the enrollment dropped to 849 by 1980. To date, attendance in summer school programs remains at eighty-eight percent below pre-Proposition 13 levels (AOR,1985). While Lincoln High School has been able to maintain a limited summerschool program, it is a small program compared to 1978. Lincoln District had operated one of the more successful summer school programs in the state with 45% of the students participating. Hardhit by Prop. 13, the District was unable to offer summer programs in the year immediately following. There was a gradual rebirth enabling approximately 200 students who had failed proficiency standards to participate. This number has grown over the years as sources of funding have been found. This year Lincoln will use state Lottery monies in hopes of enrolling between eight and nine hundred additional students. But this program is still a shadow of the past. There are thirty-four courses being offered for the summer of 1986. Table 2 below illustrates who will be benefited by the program (Corra, 1986).

TABLE 2
Lincoln Unified High School
1985 Summer School Course Offerings

COURSE	Number	%
General Courses (Math, History, Biology etc)	3	9%
Skill Building (Study skills, Math etc)	3	9%
Graduation Requirements (Seniors)	6	18%
ESL (sheltered, non-English prof.)	8	24%
Remedial	10	30%
Credit Deficiencies	2	5%
Enrichment (Limited enrollment)	2	5%
Total	34	100%

Of the thirty-four courses, only nine percent offered are for the general track student and nine percent of the courses are skill building. The other course offerings are for students in special categories such as those who have failed certain courses or are credit deficient. Missing from the course offering is the variety that used to attract students to summer school. Courses that appeal to the students' individual interests such as astronomy, photography, archeology, poetry, creative writing, speech and art, used to fill the classrooms with motivated students. The opportunity to make up credits lost in the academic year, or to further enrich their learning experience with hands-on application of newly learned skills in the arts, science and math, is missed perhaps the most by the general track student. More students leave school from the general track than from any other category (AOR, 1985).

Research indicates that at-risk students usually have poor academic records and attendance problems. Discussions with the instructors of the Lincoln program indicate that not all students who leave school exhibit poor attendance prior to leaving. These teachers have experience with a number of students who leave suddenly, often because of the economic need of their family. Table 3 shows the grade point and attendance distribution of the Project STAY student. An attendance problem student is one who misses more than 10% of the total days of instruction.

TABLE 3

Grade-Point Averages and Attendance Problem Record

GPA	Number	%	Over/Age	%	Attendance Problem	%
1.0-1.9	11	18%	9	15%	4	6%
2.0-2.9	24	39%	15	24%	3	5%
3.0-4.0	27	43%	15	24%	1	2%
Total	62	100%	39	63%	8	13%

Note: The observant reader will notice that the number of students who are overage in Table 3 differs from the number represented in Chart A. This is due to gaps in the data available.

Lincoln JTPA students do not follow the reported trend of absenteeism problems. Attendance is a problem for only thirteen percent of the subjects. Grade point average deficiencies effect eighteen percent of the students who have less than 2.0, which is performing at the average level. Sixty-three percent of these students have credit deficiencies that make them overage and at-risk for dropping out.

According to the study "High School and Beyond," dropouts experience problems with both lower grade-point averages and poor attendance. Research states a positive correlation between these two factors. Appendix C shows the data analyzed by Pearson's r, a correlational study done to determine the relationship between poor grades and school attendance of the Lincoln students. The correlation coefficient r is calculated to be -.34. The confidence interval for this result extends from -.12 to -.53. Because the confidence interval includes only negative numbers and excludes

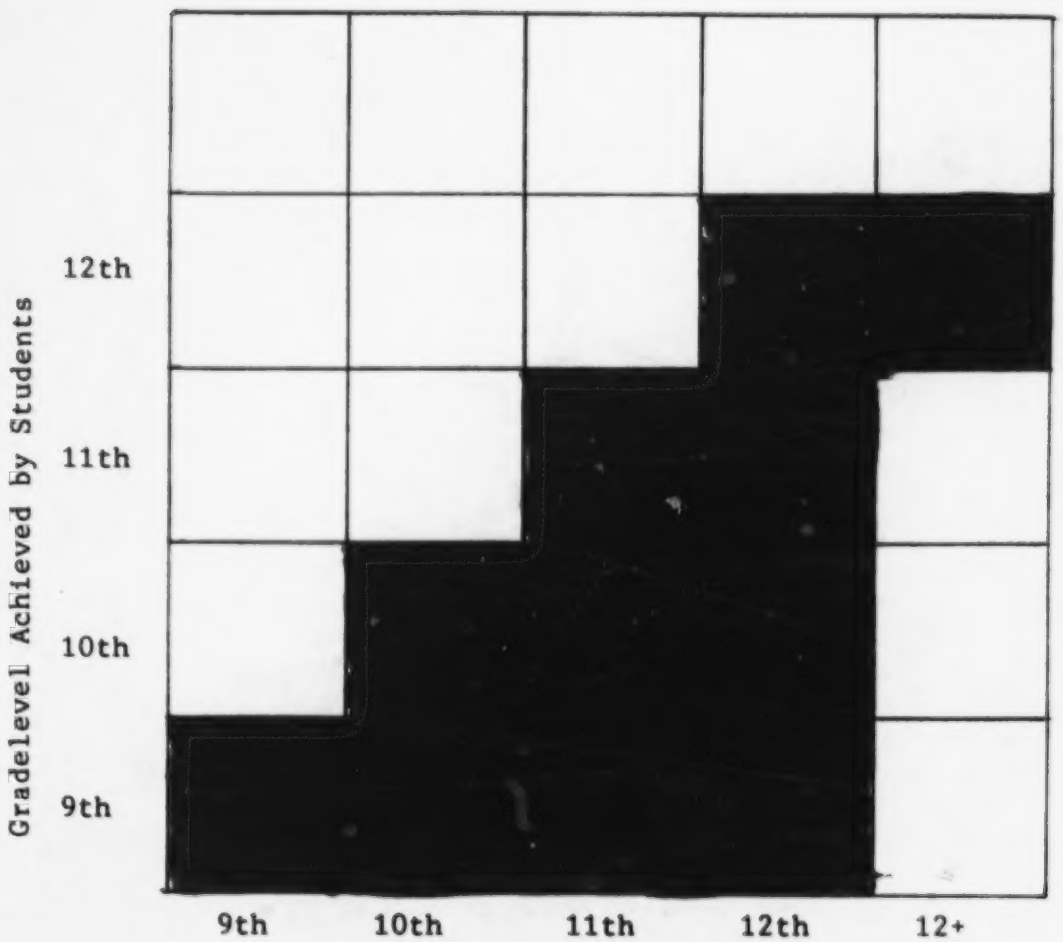
zero, this evaluator concludes that a correlation less than zero exists between GPA and attendance with similar subjects. However, correlation coefficients ranging between -.20 and -.40 are weak negative correlations. Those between zero and -.20 are probably just chance and have no correlation at all. Since 68% of the confidence interval occurs in the "no" or "weak" negative correlation range and only 32% of the confidence interval is in the moderate negative correlation range, this evaluator concludes that there is no statistical significance to the weak negative correlation found between GPA and attendance of the subjects.

The dropout tends to be overage for attained grade level. A Los Angeles Unified School District study states that "overage" was the most frequent reason given for leaving school. A student becomes overage by being held back or retained a grade in elementary school or failing to earn adequate credits in high school. Overage is a factor of the subjects in this study. Of the seventy-eight students in the study there was adequate information on seventy-two to determine if they were overage for grade level attainment. Of those, forty-nine or 68% were determined to be overage. Chart A on page 35 gives the age/grade distribution.

Demographic analysis has shown that the subjects as a group do fit the JTPA eligibility standards and are at-risk students. The high percentage of overage students outweighs the appearance of academic achievement. As noted on Table 4, twenty-seven of the overage subjects have GPA's of over 2.0. Even though their grade-point averages would indicate likely successful completion of high school, the fact that they will run out of time to complete

Chart A

AGE/GRADE DISTRIBUTION



Grade	Average age of students
9	14 & 15 years old
10	15 & 16 years old
11	16 & 17 years old
12	17 & 18 years old

Based upon the December 2nd enrollment cutoff for Lincoln Schools

BEST COPY AVAILABLE

the needed credits for graduation is a prominent factor. Table 4 also shows that 65% of the overage students are one grade level deficient and 35% are two grade levels or more deficient.

TABLE 4
Overage/GPA Correlation

	1 Grade Overage	2+ Grades Overage	Total Overage
All Overage	32	17	49
Greater than 2.0 GPA	19	11	27*
Less than 2.0 GPA	5	4	9*

*GPA not known for all overage subjects.

Additionally, of the 32 students who are one grade level behind, 22 or 69% are 17 years or older. It is unlikely that they will remain past the age of 19 to complete their high school education.

Fifty-eight students or 84% have earned academic credit for attendance and participation in the program. The separation of academic credit from competency achievement allows for experience of success for those students who have had little academic success in high school. Learning and exhibiting appropriate behavior as designated in the competencies chart is the basis for academic credit (See Appendix D).

Has the program successfully taught career competencies to the subjects? The pre and post test score analysis show that the competencies were successfully mastered by the students who have completed the course. Of the sixty-nine students, thirty-eight had finished all sections of coursework. Their scores were ana-

lyzed using a correlated t-test to determine if the improvement in competencies was significant. Using the Direct Difference Method for calculating the correlated t-test, the value of t is 23.34. The tabled t value for the degrees of freedom for 38 scores is 2.42. The null hypothesis is rejected.

$t_{.01(38)} = \pm$ 2.42

t = 23.34 Reject H_o; significant at P<.01

There was a significant improvement in the posttest scores over the pretest scores (Chart B p.38).

There is a less complicated way to look for significance of improvement. The means of the pre-test scores subtracted from the mean of the posttest scores gives a mean improvement of 37 percentile points. This correlates with a study done by Baker and Popowicz (1983) which evaluated the effects of career education interventions. "The estimated average improvement across persons not previously exposed to career education interventions similar to those listed in Table 1 should be 19 percentile points after their having received the treatment (p.184). Table 1 of their study outlines an analysis of a variety of activities similar to the Project STAY curriculum from eighteen different studies ranging from grades K-12 with thirteen of the eighteen concentrating on grades 9-12. It is possible that the results of this study indicate that the improvement on posttest scores as well as participation in the course overall will result in positive student outcomes.

Chart B

T-TEST OF PRE AND POST TEST SCORES
COMPETENCIES MASTERY
JTPA PROJECT STAY

	PRETEST SCORE X	POSTTEST SCORE Y	DIFFERENCE Y-X=d	DIFFERENCE SQUARED d**2
1	26.00	79.00	53.00	2808.98
2	35.00	81.00	46.00	2115.99
3	56.00	95.00	39.00	1520.99
4	19.00	93.00	74.00	5475.93
5	45.00	99.00	54.00	2915.98
6	29.00	81.00	52.00	2703.98
7	26.00	85.00	59.00	3480.97
8	38.00	81.00	43.00	1848.99
9	22.00	73.00	51.00	2600.98
10	17.00	83.00	66.00	4355.96
11	8.00	86.00	78.00	6083.92
12	39.00	78.00	39.00	1520.99
13	20.00	75.00	55.00	3024.98
14	0.00	89.00	89.00	7920.86
15	40.00	97.00	57.00	3248.98
16	39.00	93.00	54.00	2915.98
17	28.00	79.00	51.00	2600.98
18	36.00	99.00	63.00	3968.96
19	26.00	79.00	53.00	2808.98
20	22.00	70.00	48.00	2303.99
21	70.00	89.00	19.00	360.99
22	30.00	86.00	56.00	3135.98
23	43.00	87.00	44.00	1935.99
24	12.00	92.00	80.00	6399.91
25	25.00	72.00	47.00	2208.99
26	18.00	81.00	63.00	3968.96
27	20.00	92.00	72.00	5183.94
28	33.00	81.00	48.00	2303.99
29	26.00	83.00	57.00	3248.98
30	27.00	90.00	63.00	3968.96
31	20.00	80.00	60.00	3599.97
32	72.00	96.00	24.00	575.99
33	7.00	96.00	89.00	7920.86
34	21.00	93.00	72.00	5183.94
35	16.00	78.00	62.00	3843.97
36	8.00	75.00	67.00	4488.95
37	27.00	86.00	59.00	3480.97
38	19.00	95.00	76.00	5775.92
n=38	1065.00	3247.00	2182.00	133814.81

Std deviation= $\sqrt{\frac{133814.81}{38} - 57.42^2} = \sqrt{224.39} = 14.97$

Std error of mean difference= $\frac{14.97}{6.08} = 2.46$

$t = \frac{(\bar{d})(\sqrt{n})}{sd} = \frac{\bar{X}d}{sd} = \frac{57.42}{2.46} = 23.34$

Based on research, this investigator suspected the possibility of age as a variable for career maturity. To control for this variable a correlated t-test was performed on two matched groups. The students were matched based on their pre-test scores. Group A consisted of 14 fifteen and sixteen year old students. Group B consisted on 14 seventeen and eighteen year old students who had similar pre-test scores (See Chart C).

To prove the hypothesis that due to the difference in age between the two groups, there will be demonstrated a significant difference in career maturity that will cause the students in Group B to score higher on the posttest than those in Group A.

Chart C

T-TEST OF POSTTEST SCORES AGE DIFFERENCE SIGNIFICANCE

	GROUP A AGE 15-16 PRETEST SCORE	GROUP B AGE 17-18+ PRETEST SCORE	GROUP A AGE 15-16 POSTTEST SCORE	GROUP B AGE 17-81+ POSTTEST SCORE	DIFFERENCE GR A/GR B POSTTEST SCORE	d**2
1	35.00	36.00	81.00	99.00	18.00	323.99
2	19.00	19.00	93.00	95.00	2.00	4.00
3	40.00	43.00	97.00	87.00	-10.00	100.00
4	26.00	26.00	79.00	85.00	6.00	35.99
5	20.00	21.00	92.00	93.00	1.00	1.00
6	76.00	70.00	77.00	89.00	12.00	143.99
7	26.00	27.00	79.00	86.00	7.00	48.99
8	38.00	39.00	81.00	78.00	-3.00	9.00
9	20.00	22.00	75.00	70.00	-5.00	25.00
10	25.00	27.00	72.00	90.00	18.00	323.99
11	33.00	30.00	81.00	86.00	5.00	24.99
12	26.00	28.00	83.00	79.00	-4.00	16.00
13	20.00	22.00	80.00	73.00	-7.00	49.00
14	8.00	8.00	75.00	86.00	11.00	120.99
n=14		TOTAL=	1145.00	1196.00	A= 51.00	B=1226.99

$d = \frac{A}{14} = \frac{51}{14} = 3.65$

Mean of Set of differences= $\bar{d} * \sqrt{14} = 3.64 * 3.74 = 13.61$

Std. dev of difference scores = 8.95

$t = \frac{(\bar{d})(\sqrt{n})}{sd} = \frac{13.61}{8.95} = 1.52$

According to the Tabled t-values chart (Sprinthall, 1983, p.399) the degrees of freedom which indicates statistical significance for fourteen pairs (14-1=13) when one group is predicted to score higher than another is 1.77. The t score for this test is 1.52. The hypothesis is not supported. Accept the null hypothesis; there is no significant difference between ages fifteen-sixteen and ages seventeen-eighteen regarding career maturity competencies mastery for these subjects.

The procedure used to match subjects allowed twenty-eight of the thirty-eight pre/post test scores available. To determine if the sample was balanced for each group the demographics were compared. Each group contained eight males and six female subjects. The mean grade-point average for Group A was 2.95 and for Group B was 3.09. Discarding the high and low scores of each group the mean GPA became 3.03 for Group A and 3.08 for Group B. There was no significant difference between the two groups that would effect their posttest scores.

A significant part of the program depends on the student being able to try-out certain types of employment or find placement in employment after-school which will supplement the student's family economically and enable the student to remain in school. This is an opportunity to forge a stronger relationship between work and school and allow the student to make the most of his work experience. Table 5 shows the number of students eligible for placement in work experience, those who refused jobs, and those waiting placement.

TABLE 5
Student Job Placement

	Male	Female	Total
Successful Placements	14	12	26
Located Own Job	4	2	6
Business Partnership* (Under age 16)	7	2	9
Refused Job Placement	10	2	12
Graduated	1	1	2
Waiting Placement	8	3	11
Incomplete/drop	2	1	3
Total			69

*Business Partnership students are under age 16 and ineligible to work. Many of these students will turn 16 shortly after training.

Reducing the total number of students to be placed in jobs by the students who did not wish to take a job at that time, those who were too young, and those who graduated or dropped from the program, there are forty-three students for placement. Of those, twenty-six or 60% were successfully placed in JTPA subsidized jobs, six or 14% located jobs on there own, and eleven or 26% are waiting placement (see Appendix E). Those students, and the students of the spring semester are participating in the summer jobs program through JTPA.

It is important to note that the Project STAY program at Lincoln was also available as an independent study program. This enabled credit deficient students to earn up to five academic credits per semester in addition to their regular classload. Of the twelve students who refused job placement, five are overage and need to obtain additional credits, four are seniors who have adequate credits to graduate with their class, one student is on gradelevel and credit information in unknown for two.

Eighty-four percent of the students enrolled received academic credit for the Fall semester of 1985. Over half (55%) of the students completed all of the career education competencies The graphs in Appendix F illustrate the credit and completion rates for the subjects.

Information on the students who participated in last year's Project STAY was more difficult to obtain. There were sixty-three students who completed the training and were placed in jobs last spring. Table 6 illustrates the activity of those students since that time. Analysis shows that forty-nine percent of the subjects have left school. While there are records of transfer for only four students, it cannot be assumed that all thirty-one students have dropped out completely. Many schools do not write for a records release. The director of the Project STAY did have personal knowledge of 16 students (25%) who had actually dropped out from school.

TABLE 6
JTPA Project STAY Students
1984-85

	Number of Students	Percentage Students
Left School	31	49%
Remained in School	21	33%
Graduated	7	11%
Known Transfers	4	7%
Total	63	100%

CHAPTER 5

Discussion

The significance of the research on the dropout prevention program, Project STAY, in this study was to show that career education begun in the traditional educational setting would have a positive effect on the dropout rate of students in the study sample. This chapter will discuss the findings and make recommendations for future areas of study.

The statistical results in Chapter 4 indicate that while the students were in the program there was a low 8% attrition rate. However, the follow-up study of the previous year's students showed an attrition rate of 49%. This would indicate that the program did not achieve long term dropout prevention for these students. It would be valuable to continue the follow-up study to determine the number of students employed. A comparison with a control group of non-project students would be needed to learn if the program increases the job readiness of the subjects.

Research has indicated that severe academic deficiencies such as those of the sample population require intense remediation to improve. Basic skills remediation "is the single factor most likely to reduce joblessness and increase earnings potential over a person's lifetime" (Jobwatch, 1984, p.4). The sample population GPA overall was not below the successful level of 2.0, however, the credits achieved versus age of the student indicated that the majority of the population (68%) was at-risk for dropping out due to age. The program did effect credit deficiencies by allowing students to earn academic credit either

from a standard classtime period assignment or an independent study contract.

While this program has in place excellent career education skill training there is no direct remediation of deficient academic skills. The potential is there to make academic improvement if the remaining educational experiences of the subjects concentrate on the remediation necessary. While academic remediation remains a goal of the JTPA program (See Appendix G), the assistant secretary of labor Albert Angrisani admits that "Those with very low basic skills were not included. He said the program cannot handle problems that result from '12 years of inefficiency in the educational process'"(Anonymous, 1983 p.97). This conflict of attainable goals does not seem to hinder the program and its implementation by the Private Industry Council. The major emphasis is put on job readiness and placement.

For the student, the gain was usually on a personal level. The students observed in the Lincoln program were receiving personal counseling and training in the basic survival skills of how to get a job and become a happy, productive employee. It was observed that this program was a positive, productive link between education and the world of work. There was much emphasis on the self-analysis that is fundamental to the maturity process. Several activities such as the COPES and COPS evaluations guide the student in a self search to determine their skills and likes. As well, there was valuable information learned about the local labor market and the education required for jobs available (see Appendices H & I). The competencies required by JTPA (refer again to Appendix D) are identical to those measured in Crite's Model

of Career Maturity and have been demonstrated to effect intelligence, achievement, aptitude, and career indecision in Westbrook et al's (1980) study. This study also demonstrated a relationship between career maturity and age in comparing fifteen year old students to seventeen and eighteen year old students. The t test performed upon the post test scores of the matched groups did not prove this to be true of the subject population.

Many of the contributing factors found in the literature review do exist at Lincoln High School. In the post-Proposition 13 era students were limited to six classes per day and the curtailment of summer school did affect their ability to make up lost credits. These educational deficiencies are being remedied as Lincoln High School expands the summer school program using California Lottery funds and completes construction of a major addition to the physical plant. This addition will allow many students to take seven courses per day in the 1986-87 academic year.

Concerning the overall success of Project STAY, there appear to be some barriers which impede the students' success. The students are promised work experience in the community. While most of the students do end up with successful placements, the time that lapses between successful mastery of competencies and job placement is usually far longer that the four weeks promised by PIC. The PIC placement staff shoulders the responsibility for placing all students. There is one job developer for all of the participating high schools in the service area. This creates a bottleneck which is frustrating for instructors and students alike. This frustration was observed by this researcher as

students appeared daily in the JTPA office inquiring about job placement.

Another barrier observed is the work area assigned to the students of Lincoln High School. Most of the students live in one specific area of Stockton. Adjacent to this area are several commercial developments as well as the community college. Yet the Lincoln students' jobs are located much further away, in geographic areas in central Stockton. Transportation becomes a major barrier to employment experience for these students. Their jobs are too far away to ride a bicycle to and students who turn down too many job placement offers were frequently viewed as uninterested by PIC job developers.

Many of the job placements are in the health industry. Placement in these jobs requires a tuberculosis skin test. The San Joaquin Local Health District no longer gives these inoculations free of charge. The cost, $5.00, is a barrier to many of the students seeking job placement. They must also arrange transportation to the Local Health District which is on the other side of Stockton. To the motivated student, these are small barriers. However, to the at-risk student who often has had little success with the bureaucracy of education, these barriers can become insurmountable.

The unique demographics of the sample indicate that the findings could render significant direction for future studies in the area of socialization of newly immigrated youth. Their success in learning career competencies coupled with their positive work experiences give valuable information for infusing career education into the curriculum of the English as a Second

Language Program.

Most important is the direction our society will take in the next few years. It is imperative that we realize the risk we face by ignoring the growing dropout problem. We have relied upon our educational institutions to impart the cultural norms to our population. With an increasing number of students leaving that system, we have a growing population that is not within the cultural norm. This will make the future stability of our democracy more difficult to achieve, for the basis of our democracy is a homogeneity of cultural norms.

During an interview with Dr. Jonathan Pearce, assistant superintendent of education services, Lincoln Unified School District, he explained the changing role of teachers in the classroom of today. Once the primary "giver of information", the teacher now instructs in a society where information is conveyed by computers, television and other forms of mass media. We are awash with information and the skills to handle and use this over-abundance is our most pressing educational need. The teacher's role is shifting further to the student and away from being the source of information. Dr. Pearce feels that success with the dropout will come from such a shift. To be "student-centered" to a higher degree than ever before will reach the at-risk student.

There is still a large segment of our population which expresses the doubt that there is a societal problem created by dropout youth. They feel that since we are graduating more students than ever before there is no growing problem. This is a short-sighted view which will endanger our economic and political

survival. A close study of the aging population demographics of our nation will explain the urgency of the dropout problem. Even taking the more conservative middle or moderate view of the U.S. Census Bureau, by the year 2050 the proportion of our population aged sixty-five and over will be almost twice as great as it is today. The gerontic dependency ratio, those aged 65 to those aged 20 would be double its present level of 20. There are scenarios which predict an even greater shift in population demographics with 33% of the population being over sixty-five and only 18% under 20 years old. Such scenarios would have drastic effects upon our society. All aspects of life, education, health care, housing, recreation and work would be affected. "Societal aging calls for increasingly larger financial contributions to the federal treasury by workers on behalf of older non-workers. Tax rates could become oppressively high and serve as a disincentive to work. The productive capacity of the economy could be diminished as the proportion of persons of working age shrinks and vast expenditures have to be made for the 'maintenance' of the burgeoning number of elderly persons" (Siegel and Taeuber, 1984, p. 114). Such a society cannot afford to have one quarter to one half of its working population under-educated and underemployed- much less illiterate.

The motivation to work and contribute to the society comes from an understanding of ones' own self-worth and ability to contribute. This type of knowledge is largely dependent upon ones' work identity as discussed earlier in the literature review. But training for life's work is not enough. Dr. Pearce expressed a concern that institutionalized education is heading

in the wrong direction. "If we do not educate students to be citizens, happy, well-rounded people to enjoy life and care about its quality, but instead educate students to be only workers... commodities- they will not care about society and their lives. They will be unable to create the changes this society needs now and in the future to solve problems. If they don't 'buy into' life, then they will lack the needed spirit to survive".

REFERENCES

Anonymous, "New Federal Approach to Job Training", U.S. News and World Report , Oct. 17, 1983, 97.

AOR, California Assembly Office of Research, Dropping Out, Losing Out: The high cost for California, A legislative proposal paper prepared for Assembly Members, Gloria Molina and Wm. Leonard by the Assembly Office of Research, September, 1985.

Baker, S., Popowicz, C., "Meta-Analysis as a strategy for evaluating effects of career education interventions.", The Vocational Guidance Quarterly, 1983,31:3, 178-186.

Certon, M. The Futurist, June 1983.

Corra, R., "Lincoln High School Summer School Catalog", Stockton, CA, Lincoln High School, 1986.

Dellas, M. & Jernigan, L. "Development of an objective instrument to measure identity status in terms of occupation crisis and commitment." Educational and Psychological Measurement, 1981, 41, 1039-1050.

Erb, G., "U.S. jobs cross Mexican border", Stockton Record, Stockton, CA, Gannett Publishing, April 13, 1986, B-3.

Frey, D., 'Education is the prerequisite for economic growth." Industry Week, February 7, 1983.

Gardner, D., Beatty, J. & Bigelow, E. "Locus of control and career maturity: A pilot evaluation of a life-planning and career development program for high school students." Adolescence, 1981, 16/63, 557-562.

Ginsberg, H., Full employment and Public Policy: The US and Sweden, 1983 , 100.

Hedgecock, C. & Frost, G. "California dropout rate doubles", Stockton Record, Sept 14, 1985, 11,20.

Hemmings, M. Next steps in public-private partnerships. Columbus, Ohio:Ohio State University, 1984. (Paper No. 103, National Center for Research in Vocational Education.)

Job Watch Alert, "Job training Partnership Act and Droput Youth", a publication of the Jobs Watch Project of the Center for national Policy Review, Catholic University of America School of Law, Washington D.C. Aug. 13, 1984.

Karmin, "Jobs of the Future", US News and World Report, December 23, 1985, 40-45.

Keen, J., "When Schools Fail", Stockton Record, Stockton, Gannett Publishing, January 26,27,28 1986.

Martin, R. Business and education: Partnerships for the future. Washington, D.C.:Chamber of Commerce, 1984, (Resource publication for the Business/Chamber of Commerce.)

Naisbitt,J. Megatrends, New York, Warner, 1984.

National Commission on Excellence in Education, A Nation at Risk: The Imperative for Education Reform", Washington, D.C., US Government Printing Office, 1983.

O'Toole, J., Work Learning and the American Future, San Francisco, Jossey-Bass, Inc., 1977.

Pearce, J.P., Assistant Superintendent-Education Services, interviews held at Lincoln Unified School District, Stockton, CA., April-May 1986.

Segalman, et al, Poverty in America:The Welfare Dilemma, Calfiornia State University, 1981.

Shapiro, H., "After CETA, Sorry", Across the Board, October, 1983, XX:9, 46-52.

Siegel, J., Taeuber, C., "Demographic Perspectives on the Long-Lived Society", Daedalus: Journal of the American Academy of Arts and Sciences., Massachusetts, 1986, 115:1, 77-117.

Snyder, M. & Skrypnek, B. "Testing hypotheses about the self: Assessment of job suitability." Journal of Personality, 1981, 49:2, 193-211.

Solorzano, L. "How schools train kids for tomorrow's jobs."US News and World Report, December 23, 1985, 47-48.

Stern, D., Catteral, J., Alhadeff, C., Ash, M., Reducing the High school dropout rate in California: Why we should and how we may. Report to the California Policy Seminar, Final report number 10, Berkeley, Institute of Governmental Studies, University of California School of Education, 1986.

Sprinthall, R., Basic Statistical Analysis, Massachusetts, Addison-Wesley, 1983.

Tabor, M., Occupational Health and Safety June, 1982, 26.

Thurow, L., "A Rising Tide of Poverty", Newsweek, July 11,1983, 62.

Tiedeman, D., Miller-Tiedeman, A., 'Career Initiation in Association with alienation from secondary schools" American Institutes for Research in the Behavioral Sciences, Washington D.C., Sept., 1975.

Viscussi, W., Christian Science Monitor, Aug 30, 1983, 8.

Westbrook, B, Cutts, C., Madison, S., Arcia, M., "The Validity of the Crites Model of Career Maturity" The Journal of Vocational Behavior, 1980 16, 249-281.

Yongue, I., Todd, R. & Burton, J. "The effect of didactic classroom instruction versus field exposure on career maturity." Journal of Vocational Behavior, 1981, 19, 369-373.

APPENDIX A

EIGHTH PERIOD

		COM	CR/A	CR/G	1 GPA	2 GPA	ATN	PRE	PST	RTD	AGE	SEX	DOB	GR	CR	JOB	MOVED
9	1	✓	20	210	−	1.166	1 −	26	79		16	F	11/69	11/9	✓	✓	
10	2	⊖	122½	107½	3.166	3.173	7	✓			17	M	12/68	11/10	✓	4/0	
10	3	✓	110	120	+	4.0	1 −	35	81		15	M	8/70	10✓	✓	BP	
9	4	✓	30	200		3.0	1-3	56	95		17	M	6/68	12/9	✓	No	
10	5	✓	120	110	+	3.295	1 −	19	93		15	M	3/70	10✓	✓	4/0	
10	6	⊖	112½	117½	+	3.708	1-15 −	45	99		18	M	3/67	12+/10	✓	✓	
10	7	⊖	100	130	.928	1.13	1-9	36		✓	16	M	1/69	11/9	✓	✓T	
11	8	✓	148	82	+	3.0	8		84		16	F	6/69	11✓	✓	4/0	
11	9	⊖	185	45		1.928	3-5	43			17	M	6/68	12/11	inc	W	
9	10	⊖	80	150		1.8	1				15	F		10/9	✓	BP	
	11	⊖	—	—								M			No	—	✓
9	12	⊖	75	135	−	1.309	1-4 −	42			16	F	7/69	11/9	INC	W	
9	13	⊖	63	167	−	1.644	4-13				16	M	3/70	10/9	✓	BP	
12	14	✓	210	20		3.321	1	29	71	✓	18	M	3/68	12✓	✓	NC	
12	15	✓	212½	17½		3.246	1-13	26	95	✓	19	M	4/66	12+/11	No	No	
9	16		85	145	−	2.235	1-2				16	M	8/69	11/9	✓	✓Q	
11	17	✓	166½	63½	+	3.584	1 −	38	81		16	M	9/69	11✓	✓	W	
12	18	⊖	212½	17½	+	3.438	1-3 −	44		✓	19	M	9/67	12+	No	dropped	
12	19	✓	252½	5	−	2.9	1-2	22	73		18	F	7/69	12+✓	✓	✓	
	20	—	—	—	−						—	M	—	—	No	—	✓
	21	—	—	—	−						—	M	—	—	No	—	✓
10	22	✓	92½	137½	+	3.09	1 −	17	89	✓	17	M	4/69	11/10	✓	No	
12	23	✓	259½	5	−	2.6	3-6	8	86	✓	19	M	9/66	12+	✓	No	
10	24	⊖	?	?	−		2-10	16			17	M	8/68	12/10	✓	W	
10	25	✓	?	?	−		1		77	✓	17	F	12/68	12/10	✓	✓ Drop.	
	26	⊖	?	?				59		✓		F			✓	✓ Term	

BEST COPY AVAILABLE

APPENDIX A

		COM	CR/A	CR/G	1 GPA	2 GPA	ATN	PRE	PST	RTD	AGE	SEX	DOB	GR	CR	JOB	MOVED
●	27	ø	65	165	+	3.192	1-2		63		18	m	5/67	12/9	✓	✓	
11	28	✓	164	66	-	2.65	2	39	78	✓	17	F	5/68	12/11	✓	✓	✓
9	29	✓			+		1-2	20	75		16	F	1/70	10/9	✓	✓	
9	30	ø	25	205		1.666	ø	16			14	m	4/72	9-		BP	
10	31	✓	105	125		2.152	2-5	ø	or 89		17	m	12/68	12/10	✓	✓	
12	32	✓	229	15		2.766	1		84	✓	17	m	2/68	12-	✓	No	
10	33	✓	100	130	+	3.625	0	40	97	✓	15	F	2/70	10-	✓	4/0	
11	34	✓	201	40	+	3.407	1-3	39	93	✓	20	m	3/65	12/11	✓	No	
11	35	✓	170	60		2.696	1-3		75		17	m	4/68	12/11	✓	✓	
11	36	✓	145	85	-	2.827	ø	28	79		17	m	11/68	12/10	✓	✓	
	37	ø			2.428						17	m	7/68		✓	✓	
10	38	ø	140	90	-	2.245	14	60				m		11/10	1/2	4/0	
10	39	✓	137½	92½	+	3.392	1	36	99	✓	18	m	8/67	12/10	✓	No	
●	40	✓	30	200		3.75	ø	26	79		15	F	8/70	10/9	✓	BP	
11	41	✓	165	65	+	3.075	2	22	70	✓	17	F	3/68	12/11	✓	No	
12	42	✓						70	89		19	F	10/66	12+	✓	W	
9	43	ø	85	145	-	2.147	2				16	F	6/69	11/9	✓	✓	
11	44	✓				3.720	1-2	30	86		18	M	12/67	12/11	✓	W	
12	45	ø	215	15	+	3.578	1-3	43	87		17	F	6/68	12-	✓	SAS	
12	46		205	25		3.119					17	F	4/68	12-			
12	47	✓			+	2.892	1	12	92	✓	17	F	7/68	12-	✓	No	
12	48	✓	257½	10	+	2.531	1	25	72	✓	16	F	8/69	12-	✓	grad 1/86	
10	49	ø					1	18	81	✓	17	m	12/67	12/10	✓	No	
10	50	✓	100	130	+	3.8	1	20	92		15	m	1/70	10-	✓	DP	
10	51	ø	100	130	+	3.552	1	14		✓		m		10-	✓	No	
11	52	ø	187½	42½	+	3.506	0	—	—	✓	17	m	8/68	12/11	NO FY	✓	drop
●																	

APPENDIX A

		COM	CR/A	CR/G	GPA 1	GPA 2	ATN	PRE	PST	RTD	AGE	SEX	DOB	GR	CR	JOB	MOVED
7	53	✓						76	77		15	M	4/70	10/9	✓	BP	
12	54	ø	230	ø		3.473				✓		M			✓		grad86
9	55	ø	96	154		2.251	1/1	18			15	M	4/70	10/9	✓	BP	
9	56	✓	84	146		1.785		33	81		16	F	2/16A	11/9	✓	✓	
10	57	✓	140	90		1.829	3-18/1-10	26	83		16	M	8/69	11/10	✓	✓	
11	58	✓	170½	59½		2.984	1-2/1-7	27	90		17	M	9/68	12/11	✓	✓	
11	59	ø	162½	67½	2.279	2.0	1				17	F	12/68	12/11	✓	✓	
11	60	✓	165	65		3.078	1/1	20	80		16	M	2/69	11-	✓	✓	
11	61	ø	150	80		2.416	1-3	72	96		17	M	2/69	11-		W	
11	62	✓	162½	67½		3.603	0/0	7	96		17	M	7/68	12/11		W	
10	63	ø	90	140	1.625	1.681	1-2				16	F	1/70	10-		dl	
12	64	ø	229	12½		2.976	1-7/11-7	21	93		18	M	9/67	12+	✓	✓	
11	65	ø					1-7	60				F		11-		dl	
11	66	✓						16	✓		17	F	11/68	12/11	✓	✓	
12	67	✓	234½	25		2553	1/1	16	78		17	F	4/68	12-	✓	W	
9	68	✓					2-6/1-6	60			17	M		12/9		W	
1	69	ø					1/1	8	75		16	M	1/69	11/9	✓	✓	
11	70	ø	170	60		2.30	1/1					M		11-	✓	1/0	
2	71		222½	27½		2.506	1-2	16			18	M	1/68	12-		dl	
9	72		75	155		2.1	0					f		9		dl	
9	73	ø	72½	157½		3.333	0				19	M	6/67	12/9		dl	
10	74	ø	242½	5		2.804	1-2					F		12-		dl	
11	75	ø	165	65		2.602	3-16/1-18	30			17	M	4/68	12/11		W	
11	76	✓	192½	37½		3.186	1/1-2	27	86		17	F	8/68	12/11	✓	✓	
11	77	ø					2.5/2.5	19	95		18	F	1/68	12/11	✓	✓	
7	78	ø	57½	177½		1.401	1.24/1-22	13			15	M	4/70	10/9	✓	BP	

Appendix B

CAREER DECISION MAKING
(PRE-TEST)

I. Give 3 examples of job titles and duties that you would like to be doing in 1-3 years.

	Title	Duties
1.		
2.		
3.		

II. Where could you go to school after High School for training for the jobs you list in question #1. (Name four schools)

1. _____
2. _____
3. _____

III. Identify five training areas that San Joaquin Delta College offers in which you are interested.

1. _____
2. _____
3. _____

APPENDIX B

CAREER DECISION MAKING
SELF-ASSESSMENT
PRE-TEST

1. If you have to go to work tomorrow in order to support yourself, what kinds of things can you do that an employer would pay you to do? (List 12 skills)

2. Do you have any experience that would show an employer that you can do the things listed in question #1. Give examples of all your skills.

APPENDIX B

LABOR MARKET INFORMATION
PRE-TEST

1. If you had to pick 3 occupations that would offer you the best opportunity for employment in Stockton in 1987, what would they be?

   1. _____
   2. _____
   3. _____

2. For the three occupations you picked in question number one: Name two possible employers who would be likely to need new workers in the occupations you chose.

OCCUPATION:	EMPLOYER: _____
_____	EMPLOYER: _____
OCCUPATION:	EMPLOYER: _____
_____	EMPLOYER: _____
OCCUPATION:	EMPLOYER: _____
_____	EMPLOYER: _____

3. If you had to move from Stockton to find work, but did not want to live more than 150 miles from your home now, where would be the two best cities you would find a job? What kind of job?

   City: _____ Job: _____
   City: _____ Job: _____

JOB SEEKING
PRE-TEST

Question #1: Identify and describe four methods for seeking employment and finding job openings?

_____

_____

_____

_____

_____

_____

Question #2: Identify three local employers who might be interested in hiring you.

1. Name: _____

   Type of Jobs Available: _____

2. Name: _____

   Type of Jobs Available: _____

3. Name: _____

   Type of Jobs Available: _____

Question #3: Complete the attached Job Application form for one of the jobs you listed above.

APPLICATION FOR EMPLOYMENT

Referred By

This Employer complies with the Civil Rights Act of 1964 which prohibits discrimination in employment because of race, color, religion, sex or national origin. Qualified applicants are considered for all positions without regard to age, marital status, or the presence of a non job related medical condition or handicap. The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

PERSONAL INFORMATION

Last Name	First Name	Middle Initial	Social Security Number / Application Date / Telephone Number
Present Address	No. and Street	City	State
Permanent Address	No. and Street	City	State
If you are not a citizen, what is your authorization to be employed?		Military Service Status	Draft Classification Status

EMPLOYMENT DESIRED

Position(s) Applied For	Date You Can Start	Salary Desired
	Are You Currently Employed?	
Have You Applied Here Before?	Do Any Relatives Work Here?	
Have You Worked Here Before?	Do You Want to Work Full Time?	Shift or Hours Preferred
What Special Skills Do You Have?	Do You Have Any Job Related Physical Limitations?	

PREVIOUS EMPLOYMENT

Please Explain Any Gap in the Employment History Below

From	To	Employer Name and Address	Last Position	Salary	Reason for Leaving

Please Indicate Years of Education Completed	Grade School	High School	College	Bus. or Trade School	Other: Specify

PERSONAL REFERENCES

PLEASE LIST 3 NON-RELATIVES WHOM YOU HAVE KNOWN FOR ONE YEAR

Name and Address	Business	Telephone Number	Years Known

I certify all statements to be true and correct and authorize the investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal.

Date _____ Signature of Applicant _____

DO NOT WRITE BELOW THIS LINE – PERSONNEL DEPARTMENT USE ONLY

Interviewer	Date	Remarks	Decision	Initials

Starting Date	Job Title	Dept.	Hr. Rate/Salary	Shift	Authorized By

The manufacturer of this form does not assume responsibility and hereby disclaims any liability for inclusion in this form, of any questions upon which a violation of State and Federal fair employment practice laws may be based.

MOSER FORM NO. 55-914

BEST COPY AVAILABLE

JOB SEEKING - INTERVIEW SKILLS

PRE-TEST

Question #1 Identify five questions employers are most likely to ask in an interview for a job.

1. _____
2. _____
3. _____
4. _____
5. _____

Question #2 Describe what you would wear to an interview for an office job.

_____

_____

_____

_____

_____

_____

_____

Question #3 List and describe three methods for finding our information about a perspective employer before you go to an interview.

_____

_____

_____

_____

_____

_____

_____

Appendix C

GPA CORRELATION TO ATTENDANCE JTPA PROJECT STAY

	X**2	GPA X	X*Y	DAYS ABSENT Y	Y**2
1	1.44	1.20	1.20	1.00	1.00
2	10.23	3.20	22.40	7.00	48.99
3	15.99	4.00	4.00	1.00	1.00
4	8.99	3.00	9.00	3.00	8.99
5	10.88	3.30	3.30	1.00	1.00
6	7.28	2.70	40.50	15.00	224.99
7	1.21	1.10	9.90	9.00	80.99
8	8.99	3.00	24.00	8.00	63.99
9	3.60	1.90	9.50	5.00	24.99
10	3.24	1.80	1.80	1.00	1.00
11	1.69	1.30	5.20	4.00	15.99
12	2.56	1.60	20.80	13.00	168.99
13	10.88	3.30	3.30	1.00	1.00
14	10.23	3.20	41.60	13.00	168.99
15	4.83	2.20	4.40	2.00	4.00
16	12.95	3.60	3.60	1.00	1.00
17	11.55	3.40	10.20	3.00	8.99
18	8.40	2.90	5.80	2.00	4.00
19	9.60	3.10	3.10	1.00	1.00
20	6.75	2.60	15.60	6.00	35.99
21	10.23	3.20	6.40	2.00	4.00
22	7.28	2.70	5.40	2.00	4.00
23	2.88	1.70	0.00	0.00	0.00
24	4.83	2.20	11.00	5.00	24.99
25	7.83	2.80	2.80	1.00	1.00
26	13.68	3.70	0.00	0.00	0.00
27	11.55	3.40	10.20	3.00	8.99
28	7.28	2.70	8.10	3.00	8.99
29	7.83	2.80	0.00	0.00	0.00
30	4.83	2.20	30.80	14.00	195.99
31	11.55	3.40	3.40	1.00	1.00
32	14.43	3.80	0.00	0.00	0.00
33	9.60	3.10	6.20	2.00	4.00
34	4.41	2.10	4.20	2.00	4.00
35	13.68	3.70	7.40	2.00	4.00
36	12.95	3.60	10.80	3.00	8.99
37	8.40	2.90	2.90	1.00	1.00
38	6.24	2.50	2.50	1.00	1.00
39	14.43	3.80	3.80	1.00	1.00
40	12.95	3.60	3.60	1.00	1.00
41	12.24	3.50	0.00	0.00	0.00
42	5.29	2.30	2.30	1.00	1.00
43	3.24	1.80	18.00	10.00	99.99
44	8.99	3.00	6.00	2.00	4.00
45	4.00	2.00	2.00	1.00	1.00
46	9.60	3.10	3.10	1.00	1.00
47	5.75	2.40	7.20	3.00	8.99
48	12.95	3.60	0.00	0.00	0.00

Appendix C cont.

GPA CORRELATION TO ATTENDANCE JTPA PROJECT STAY

	GPA			DAYS ABSENT	
	X**2	X	X*Y	Y	Y**2
49	2.88	1.70	3.40	2.00	4.00
50	8.99	3.00	21.00	7.00	48.99
51	6.24	2.50	2.50	1.00	1.00
52	5.29	2.30	2.30	1.00	1.00
53	6.24	2.50	5.00	2.00	4.00
54	4.41	2.10	0.00	0.00	0.00
55	10.88	3.30	0.00	0.00	0.00
56	7.83	2.80	5.60	2.00	4.00
57	6.75	2.60	46.80	18.00	323.99
58	10.23	3.20	6.40	2.00	4.00
59	1.95	1.40	30.80	22.00	483.99
	A= 472.37	B= 161.40	C= 521.10	D= 216.00	E=2131.99

N=59

$$r = \frac{[N*C] - [B*D]}{\sqrt{[N*A-B^2]\,[N*E-D^2]}}$$

$$r = \frac{[59 * 521.10] - [161.40 * 216.00]}{\sqrt{[59 * 472.37 - 161.40^2]\,[59 * 2131.99 - 216.00^2]}}$$

$$r = -0.34$$

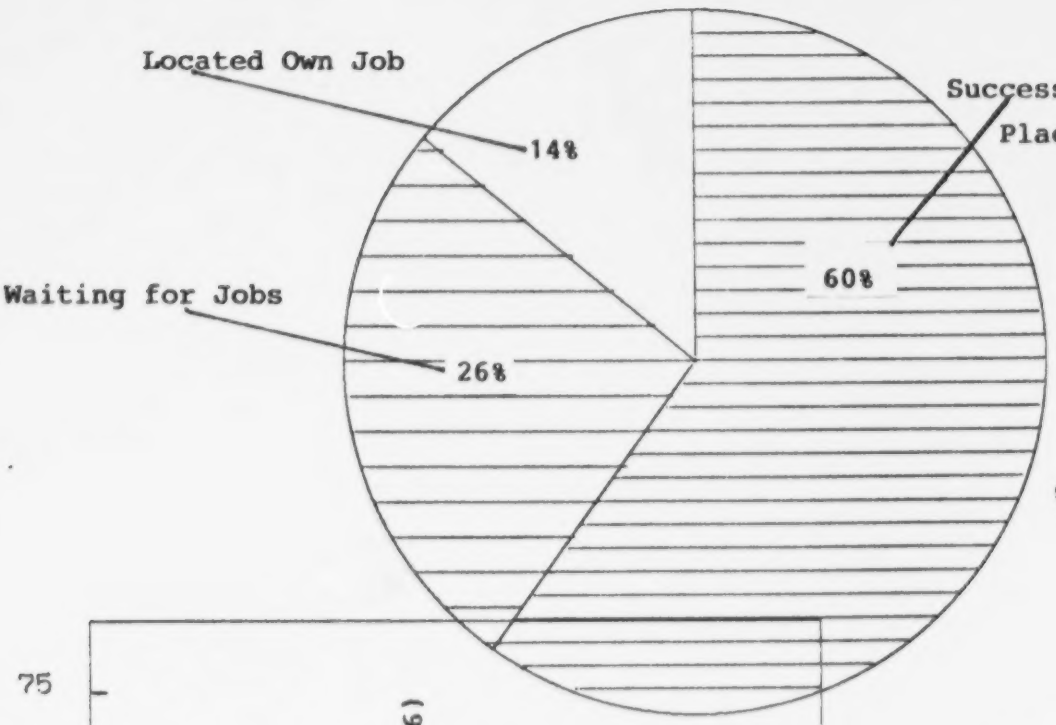
APPENDIX D

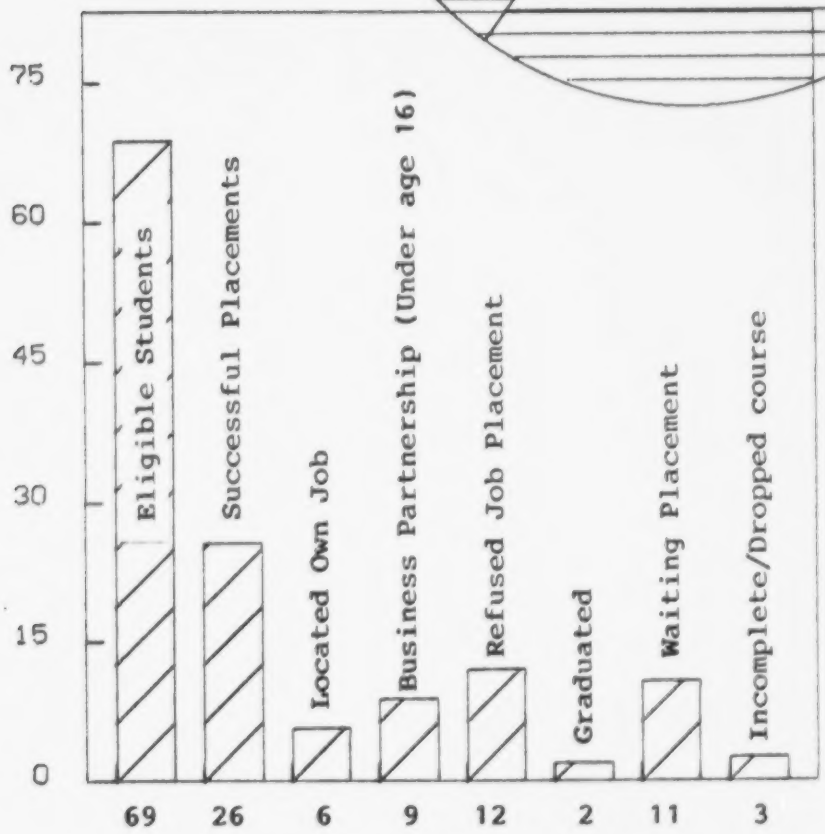
PRE-EMPLOYMENT COMPETENCY AREAS AND SPECIFIC COMPETENCIES

COMPETENCY AREA: CAREER DECISION-MAKING	COMPETENCY AREA: LIFE/ WORK MANAGEMENT	COMPETENCY AREA: JOB GETTING	COMPETENCY AREA: WORK MATURITY
SPECIFIC COMPETENCIES CLIENT IS ABLE TO:	SPECIFIC COMPETENCIES CLIENT IS ABLE TO:	SPECIFIC COMPETENCIES CLIENT IS ABLE TO:	SPECIFIC COMPETENCIES CLIENT IS ABLE TO:
SELF-ASSESSMENT -- ASSESS VALUES, IDENTIFY SKILLS DESCRIBE OBSTACLES TO EMPLOYMENT	MANAGING PERSONAL RESPONSIBILITY -- PROVIDE FOR BASIC NEEDS, TRANSPORTATION AND DAY CARE. USE CONSUMER SKILLS, MANAGE MONEY. BE AWARE OF EMPLOYER'S EXPECTATIONS REGARDING SUBSTANCE ABUSE	JOB SEEKING -- IDENTIFY JOB OPPORTUNITIES	DEPENDABILITY/RELIABILITY -- MAINTAIN AN ACCEPTABLE ATTENDANCE RECORD, MAINTAIN PUNCTUALITY, GIVE NOTICE OF INTERRUPTIONS, DEMONSTRATE RELIABILITY, FOLLOW RULES OF THE WORK PLACE
CAREER WARENESS -- IDENTIFY CAREER CLUSTERS, KNOW SPECIFIC JOBS IN CLUSTERS AND JOB DUTIES	PROBLEM SOLVING/COPING -- IDENTIFY A PROBLEM, GET MORE INFORMATION, ANALYZE IT, DEVELOP ALTERNATIVES, SELECT A COURSE OF ACTION, PERSEVERE THROUGH OBSTACLES	RESUMES AND APPLICATIONS -- COMPLETE AN APPLICATION AND A RESUME	COMMUNICATION SKILLS -- FOLLOW INSTRUCTIONS, ASK FOR CLARIFICATION, USE LISTENING SKILLS
LABOR MARKET INFORMATION -- DESCRIBE CURRENT LOCAL LABOR MARKET, GROWTH OCCUPATIONS, RELATE CAREER CHOICE TO LOCAL LABOR MARKET		CONTACT SKILLS -- CONTACT EMPLOYERS BY PHONE, LETTER, OR IN PERSON	PERSONAL RELATIONS -- MAINTAIN POSITIVE ATTITUDES TOWARD OTHERS, ACCEPT SUPERVISION AND CRITICISM, COOPERATE WITH OTHERS AND ACCEPT CHAIR OF COMMAND
CAREER CHOICE -- SELECT AN APPROPRIATE CAREER GOAL, KNOW HOW SKILLS COULD BE USED IN OTHER JOBS, PLAN FOR CAREER GOAL AND DEVELOP SPECIFIC STEPS.		INTERVIEWING -- SCHEDULE, PREPARE FOR, COMPLETE, AND EVALUATE AN INTERVIEW	INITIATIVE/PRODUCTIVITY -- ORGANIZE TIME EFFECTIVELY, BE RESPONSIBLE, CARE ABOUT THE QUALITY OF WORK
			WORKER RIGHTS -- UNDERSTAND USE OF TAX FORMS, EMPLOYEE BENEFITS, LEGAL RIGHTS AND RESPONSIBILITIES OF THE WORK PLAN

APPENDIX E

PROJECT STAY JOB PLACEMENT EFFECTIVENESS

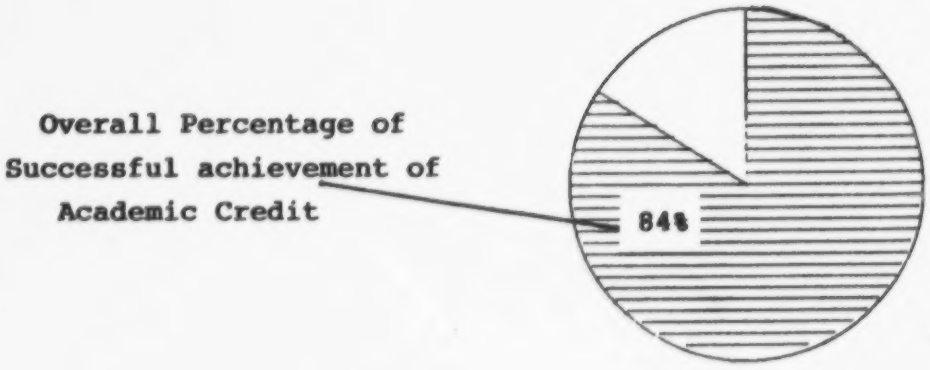


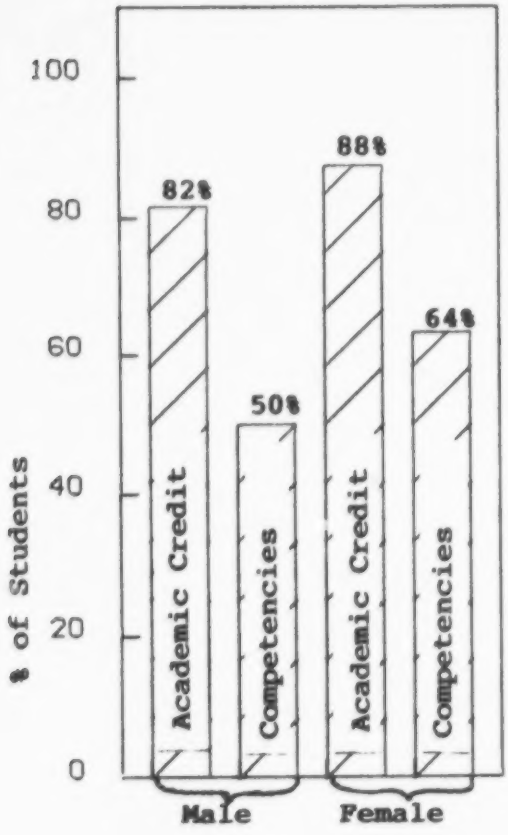


E

APPENDIX F

ACADEMIC CREDIT/CAREER COMPETENCIES ACHIEVEMENT





APPENDIX G

BEST COPY AVAILABLE

II. Program Narrative (Work Statement)

SCHOOL TRAINING ALTERNATIVES FOR YOUTH (S-T-A-Y)

1. Purpose (Goals and Objectives)

Lincoln Unified School District, hereinafter called the Contractor, will provide a dropout retention and prevention program for one hundred ten (110) youth, ages 14-18, under a cost reimbursement contract. It is commonly understood that few if any dropouts are employable. Therefore, it is the goal of this program to provide high risk students an opportunity to participate in activities which emphasize the relationship between education and employment.

Project S-T-A-Y will consist of two phases: the Work Placement Centers and the Extended School/Work Day Program. The Work Placement Centers will provide the following: Pre-Employment Skills Training, Counseling (academic, career and vocational), Career Exploration, Job Search Assistance and On-Going assessment. Through coordination with JTPA sponsored assessment and the Contractor's basic skills assessment, an individual Employability Educational Plan (EEP) will be developed for each program participant. The Extended School/Work Day Program is designed for participants who have successfully completed Pre-Employment Skills Training and need either an alternative to the regular school day or an opportunity for employment while completing their high school education. The following activities, in coordination with the Private Industry Council/Division of Employment and Training (PIC/DET), will be provided: Try-out Employment (seniors and students 17-18 years old) and Work Experience (juniors and sophomores, 16 years or older).

Project S-T-A-Y will serve one hundred ten (110) JTPA eligible high school seniors, juniors, sophomores, handicapped students and others who are experiencing academic difficulty, financial problems, school adjustment problems, are at risk of becoming a dropout, and meet the following definition:

- Youth who have an extremely irregular rate of school attendance
- Youth who are considered habitual truants
- Youth who are no longer subject to compulsary education and are not high school graduates
- Youth, who because of their "differentness" have withdrawn from the mainstream of education
- Other youth who have not yet experienced success in the regular school program and may need an alternative in order to succeed in school and/or employment
- Youth who are below grade level and are at risk of dropping out of school.

NOTE: JTPA eligible youth who fail to meet at least one of the above criteria or who are functioning at or above grade level or has average or above average grades in a regular high school program may not participate in this project.

It will be the Contractor's responsibility to provide remediation and vocational programs for participants in need of these services to ensure retention and successful completion of school and as appropriate, entry into fulltime unsubsidized employment.

APPENDIX I

LINCOLN HIGH SCHOOL
JTPA
OCCUPATIONAL SURVEY

STUDENT NAME _____ DATE _____

PERSON CONTACTED _____

JOB TITLE _____

HOW DID YOU GET STARTED IN YOUR JOB? _____

_____

_____

WHAT ARE YOUR MAIN JOB DUTIES? _____

_____

_____

_____

HOW MUCH TIME DO YOU SPEND EACH DAY:

WORKING WITH PEOPLE? _____

WORKING WITH THINGS/TOOLS? _____

WORKING WITH INFORMATION/REPORTS? _____

WHAT ARE THE MAJOR CHANGES OCCURING IN YOUR OCCUPATION OVER THE NEXT FIVE YEARS? _____

_____

WHAT ARE THE CAREER PROSPECTS OVER THE NEXT FIVE YEARS FOR EMPLOYMENT IN YOUR FIELD? WHERE? _____

_____

_____

WHAT ADVICE CAN YOU GIVE TO SOMEONE JUST STARTING OUT IN THIS OCCUPATION? _____

_____

_____

_____

_____

_____

INTERVIEW EVALUATION

NAME _____

DATE _____

4-Excellent
3-Good
2-Fair
1-OK
0-Need Improvement

TELL US ABOUT YOURSELF _____

0 1 2 3 4 ____

WHY DO YOU WANT TO WORK FOR OUR FIRM? _____

0 1 2 3 4 ____

WHAT WOULD YOU DO IF AN ANGRY CUSTOMER CAME INTO OUR OFFICE WITH A COMPLAINT? _____

0 1 2 3 4 ____

WHAT ARE YOUR CAREER GOALS? _____

0 1 2 3 4 ____

WHAT ARE YOUR MAIN JOB SKILLS? _____

0 1 2 3 4 ____

INTERVIEW COMMENTS: _____

NAME _____

COLLEGE/TRAINING SCHOOLS

Name of School _____

Location/Address _____

Academic Program of Interest _____

_____

How do you apply for this school?/When? _____

_____

Program Entry Level Requirements? _____

_____

_____

Financial Aid? _____

On Campus Housing? _____

Cost/Tuition per year? _____

Other Programs of Classes of interest to you? _____

_____

_____

_____

_____

How many years of study will it take to reach your program/ job goals? _____

_____

_____

NAME _____

ACADEMIC CAREER AREA

USING COLLEGE/SCHOOL CATALOGS FROM THE CAREER CENTER

Identify 4 schools where you could attend after graduating from High School.

1. School Name:
   Location:
   Career Area of Interest: Tuition? _____

2. School Name:
   Location:
   Career Area of Interest Tuition? _____

3. School Name:
   Location:
   Career Area of Interest: Tuition? _____

4. School Name:
   Location:
   Career Area of Interest Tuition? _____

NAME _____

DATE _____

SAN JOAQUIN DELTA COLLEGE
INFORMATION SHEET

How much does it cost to attend Delta College?

Tuition per Semester: _____

Books (approximately): _____

Can you get loans, work study, or grants?

_____

_____

Name five career areas available for Delta College students and list three courses in each area.

	Courses/Subjects
Area 1:	1. _____
	2. _____
	3. _____
Area 2:	1. _____
	2. _____
	3. _____
Area 3	1. _____
	2. _____
	3. _____
Area 4:	1. _____
	2. _____
	3. _____
Area 5:	1. _____
	2. _____
	3. _____